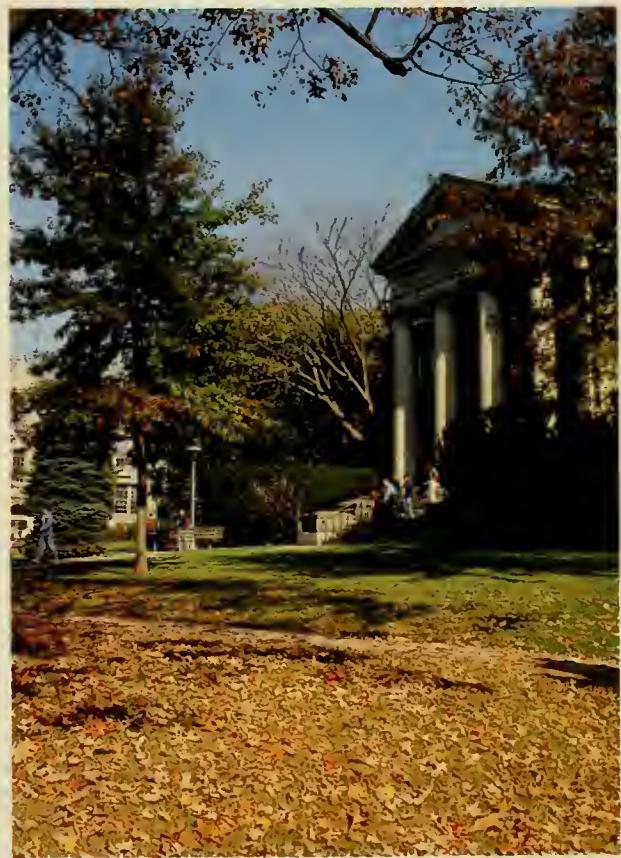


# WEST CHESTER UNIVERSITY



Graduate  
Catalog  
1993-94



West Chester University





West Chester University  
**Graduate Catalog**  
1993-1994

# Communications Directory

MAILING ADDRESS:	West Chester University West Chester, PA 19383
TELEPHONES:	Dial 436 plus number in parentheses. For offices not shown here, call the University Information Center: (215) 436-1000.
Admissions	Office of Graduate Studies and Sponsored Research, Old Library (2943)
Affirmative Action	Director of Affirmative Action, Lawrence Center (2433)
Billing/Payments	Office of the Bursar, Elsie O. Bull Center (2552)
Bookstore	Student Services Inc., Sykes Union Building (2242)
Careers/Placement	Director of Career Development Center, Lawrence Center (2501)
Continuing Education	Dean of University College, Elsie O. Bull Center (3550) Director of Adult, Evening, and Alternative Studies, Elsie O. Bull Center (3550)
Counseling	Counseling Center, Lawrence Center (2301)
Financial Aid/ Work Study	Director of Financial Aid, Elsie O. Bull Center (2627)
Graduate Studies/ Catalogs	Dean of Graduate Studies and Sponsored Research, Old Library (2943)
Housing	Residence Life, Sykes Union Building (3307)
Police	Public Safety Department, Peoples Maintenance Building (3311)
Public Relations	Director of University Relations, Smith House (3383)
Scheduling/Registration	Office of Graduate Studies and Sponsored Research, Old Library (2943)
Student Services, Inc.	Sykes Union Building (2955)
Summer Sessions	Director of Summer Sessions, Elsie O. Bull Center (2230)
Teacher Certification	Teacher Certification Office, Recitation Hall (2426)
Undergraduate Catalogs	Office of Admissions, 100 West Rosedale (3411)
University Events/ Student Activities	Student Programming Dept./Student Activities Council (2983) or Sykes Information Desk (2984)

## Nondiscrimination/Affirmative Action Policy

West Chester University is committed to providing leadership in extending equal opportunities to all individuals. Accordingly, the University will continue to make every effort to provide these rights to all persons regardless of race, color, religious creed, sexual orientation, handicap, ancestry, national origin, union membership, age, or sex. This policy applies to all members of the University community including students, faculty, staff, and administrators. It also applies to all applicants for admission or employment and all participants in University-sponsored activities.

This policy is in compliance with federal and state laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and Executive Order of the Governor of Pennsylvania.

Any individual having suggestions, problems, complaints, or grievances with regard to equal opportunity or affirmative action is encouraged to contact the director of affirmative action, 104 Lawrence Center (215) 436-2433.

## Sexual Harassment Policy

West Chester University is committed to equality of opportunity and freedom from discrimination for all its students and employees. Based on this commitment and the recognition that sexual harassment is a form of discrimination, which is of a growing concern to the higher education community, the University provides the following policy:

Harassment on the basis of sex is a violation of Title VII of the U.S. Civil Rights Act, Title IX of the Educational Amendments of 1972, and of the Pennsylvania Human Relations Act. Because West Chester University is committed to establishing an environment free from discrimination and harassment, sexual harassment will not be tolerated in any form. Upon official filing of a complaint, immediate investigation will be made culminating in appropriate corrective action where warranted, which may include termination of the relationship with the University.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature occurring when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, or of a student's academic status or treatment;
2. submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting such an individual; or
3. such conduct creates an intimidating, hostile, or offensive living, working, or academic environment to a reasonable person.

A complete copy of the University's Sexual Harassment Policy document, inclusive of the investigatory procedures, may be obtained from the Affirmative Action Office.

Individuals who believe themselves to be the victims of sexual harassment, or who have questions about the University's policy on this matter should contact the director of affirmative action, 104 Lawrence Center (215) 436-2433.

## Accreditation

West Chester University is accredited by The Middle States Association of Colleges and Secondary Schools, The National Council for Accreditation of Teacher Education, The National Athletic Training Association, The National Association of Schools of Music, The National League for Nursing, The American Chemical Society, The Commission on Accreditation in Clinical Chemistry, The Joint Review Committee for Respiratory Therapy Education, and the Council on Social Work Education (baccalaureate level). West Chester University has been given program approval by the Department of Education of the Commonwealth of Pennsylvania for the certification of teachers.

The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the University. West Chester University reserves the right to change any provisions or requirements at any time.

## Office of Graduate Studies and Sponsored Research

Old Library Building  
Church Street and Rosedale Avenue

West Chester University  
West Chester, PA 19383  
(215) 436-2943

Hours:  
Monday-Friday  
Tuesday

8:30 a.m.-4:30 p.m.  
4:30-7:00 p.m.

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# Graduate Programs of Study

## Administration

M.S.A. (Concentrations: Health Services, Individualized, Leadership for Women, Long-Term Care, Psychology/Personnel, Public Administration, Sport and Athletic Administration, Training and Development, Urban/Regional Planning)

Cooperative degree with Clinical Chemistry

## Biology

M.A. Biology

## Business

M.B.A. (Concentrations: Accounting, Economics/Finance, General Business, Management, Management Information Systems, Small Business Management)

## Chemistry

M.A. Physical Science (Concentration: Chemistry)  
M.Ed. Chemistry  
M.S. Chemistry  
M.S. Clinical Chemistry

## Childhood Studies and Reading

M.Ed. Elementary Education (Concentrations: Creative Teaching-Learning, Early Childhood Education, Elementary Education, Gifted and Talented, Human Development, Language Arts, Reading, Social Studies)  
Certification in Elementary Education

M.Ed. Reading

Reading Specialist Certification

Certificate of Advanced Graduate Study in Childhood Studies and Reading

## Communication Studies

M.A. Communication Studies

## Communicative Disorders

M.A. Communicative Disorders

## Counselor, Secondary, and Professional Education

M.Ed. Elementary School Counseling

M.Ed. Secondary School Counseling

M.S. Higher Education Counseling

M.S. Educational Research

Specialist 1 Certificate in Counseling (Elementary or Secondary)

M.Ed. Secondary Education

Courses in Environmental Education; Urban Education

## Criminal Justice

M.S. Criminal Justice

## English

M.A. English

## Foreign Languages

M.A. French  
M.A. Spanish  
M.Ed. French  
M.Ed. German  
M.Ed. Latin  
M.Ed. Spanish

## Geography and Planning

M.A. Geography  
M.S.A. (Concentration: Urban/Regional Planning)

## Geology and Astronomy

M.A. Physical Science (Concentration: Earth Sciences)

## Health

M.Ed. Health  
M.S. Health  
M.S. Administration (Concentrations: Health Services, Long-Term Care)

## History

M.A. History  
M.Ed. History

## Instructional Media

M.Ed. Instructional Media Education  
M.S. Instructional Media  
Teaching Certification for Instructional Media Education

## Leadership for Women

M.S.A. (Concentration: Leadership for Women)

## Mathematics and Computer Science

M.A. Mathematics (Concentrations: Pure Mathematics, Mathematics Education)  
M.Ed. Mathematics  
M.S. Computer Science

## Music

M.A. Music History and Literature  
M.M. Accompanying  
M.M. Keyboard Performance  
M.M. Piano Pedagogy

M.M. Instrumental Performance

M.M. Music Education

M.M. Music Theory/Composition

M.M. Vocal/Choral Performance

## Nursing

M.S.N. Community Health Nursing

## Philosophy

M.A. Philosophy

## Physical Education

M.S. Physical Education (Concentrations: General Physical Education, Exercise and Sport Physiology)

M.S.A. (Concentration: Sport and Athletic Administration)

## Physical Science (Interdepartmental)

M.A. Physical Science (Concentrations: Chemistry, Earth Sciences)

## Political Science

M.S.A. (Concentration: Public Administration)

## Psychology

M.A. Clinical Psychology

M.A. General Psychology

M.A. Industrial/Organizational Psychology

M.A. Group Psychotherapy/Processes (Certification: Psychodrama)

M.S.A. (Concentrations: Individualized, Psychology/Personnel, Training and Development)

## Public Administration

See Political Science

## Special Education

M.Ed. Special Education

Certification in Special Education

## Teaching English as a Second Language

M.A. Teaching English as a Second Language

The following departments and interdisciplinary areas offer graduate courses, but no graduate degree.

Anthropology and Sociology, Art, Linguistics, Theatre Arts, and Women's Studies

# Graduate Studies at West Chester

West Chester University Graduate Studies are committed to broadening scholarship, strengthening professional skills, and encouraging significant research.

THE GRADUATE STUDIES PROGRAM at West Chester has grown remarkably since its introduction in 1959. Approximately 2,000 students now attend during the fall and spring semesters; some 1,800 enroll for summer sessions. West Chester University's graduate program is the largest within the 14 Commonwealth-owned institutions of higher learning.

The University began as the West Chester Academy in 1812 and functioned as a normal school from 1871-1927. Since it became a four-year college in 1927, West Chester has developed steadily and is now one of the major comprehensive institutions of higher learning in the Philadelphia vicinity.

Facilities for graduate education are good. The Commonwealth inaugurated an extensive building program in the 1950s which led to the Schmucker Science Center, a block-long complex of buildings including a planetarium, an astronomical observatory, and modern laboratories; the Elsie O. Bull

## Graduate Summer Sessions

The 12-week summer sessions are divided into three periods: the Pre Session of three weeks, the Regular Session of six weeks, and the Post Session of three weeks. Most Pre Session classes meet in the evenings; almost all classes for the other two sessions meet during the daytime. (To apply, see "Admission.") Admission to summer sessions courses does not constitute admission to a degree program.

## The Campus

The University is located in West Chester, a community in southeastern Pennsylvania strategically located at the center of the mid-Atlantic corridor. The seat of Chester County government for almost two centuries, West Chester retains much of its historical charm in its buildings and countryside, but offers the twentieth-century advantages of a town in the heart of an expanding economic area.

The University occupies 388 acres. The main campus is situated on 97 acres within the Borough of West Chester; the south campus is located on a 291-acre tract in adjacent townships. West Chester was settled in the early eighteenth century principally by members of the Society of Friends. With a population of about 20,000, the borough is small enough to have the pleasant aspects of a tree-shaded American town,

large enough to provide essential services and the substance of a vigorous community, and old enough to give the student first-hand contact with America's early history. The heart of West Chester is its courthouse, a Classical Revival building designed in the 1840s by Thomas U. Walter, one of the architects for the Capitol in Washington, D.C.

Today, West Chester is part of the rapidly growing suburban complex surrounding Philadelphia and offers interesting opportunities for the study of local, county, and regional government in a period of change and growth.

Philadelphia is 25 miles to the east and Wilmington 17 miles to the south of the campus. The libraries, museums, and other cultural and historical resources of both cities are within easy reach. Valley Forge, the Brandywine Battlefield, Longwood Gardens, and other historical attractions are near West Chester.



## How to Reach West Chester

The Borough of West Chester is easily accessible from all directions both by car and public transportation. Route 3, the West Chester Pike, leads directly into town from center-city Philadelphia. From the Pennsylvania Turnpike, motorists traveling west should take Route 202 south from the Valley Forge

Learning and Research Center; and the Francis Harvey Green Library, one of Pennsylvania's principal university libraries.

The University offers the Master of Arts, the Master of Business Administration, the Master of Education, the Master of Music, and the Master of Science in approximately 70 disciplines or areas of study.

Master's degree programs such as the M.B.A., the M.A. in communicative disorders, the M.S.A., the M.S. in computer science, and the certificate of advanced graduate study in reading have been designed to meet the particular needs of the times and the area.

In addition to its degree and certification programs, West Chester offers nondegree study in a number of areas including art, linguistics, theatre arts, and women's studies.

For the benefit of in-service teachers and other employed persons, West Chester schedules most of its graduate classes during late afternoons and evenings.

Interchange, while those traveling east can arrive via Route 100 south from the Downingtown Interchange. From the south, Route 202 from Wilmington and Routes 100 and 52 from U.S. Route 1 all lead to West Chester.

## Undergraduate Studies

Over 10,000 students are enrolled in the University's undergraduate program. The University grants the Associate of Arts in liberal studies, the Associate of Science in two fields, the Bachelor of Science in Education in four basic curricula—elementary education, secondary education, music education, and speech pathology and audiology; the Bachelor of Arts in arts and letters, social and behavioral science, the natural sciences, mathematics, and music; the Bachelor of Fine Arts in Studio Arts; the Bachelor of Science in the sciences and health sciences; the Bachelor of Music in theory/composition, performance, and music history; and the Bachelor of Science in Nursing.

The University also offers degree programs that prepare students for specialized work in business administration, computer and information sciences, criminal justice, nursing, social welfare, speech pathology and audiology, and many other fields. The Office of Admissions will supply undergraduate admissions materials upon request.

# Admission

## Student Responsibility

It is the responsibility of students to know and observe all policies and procedures for their programs. The University will not waive a regulation because a student pleads ignorance of it. Students should give careful attention to the dates relating to application for graduation as well as other pertinent deadlines announced by the department or the Office of Graduate Studies and Sponsored Research.

## The Application Procedure

Students with a bachelor's degree from an accredited college or university in the United States or with equivalent preparation acquired in another country are eligible to apply for admission to a graduate program.

1. Applications are available from the Office of Graduate Studies and Sponsored Research and, when completed, should be returned there along with all supporting documentation required for admission to a particular degree program.
2. Applicants must request all institutions at which they have taken any postsecondary work to submit an official transcript directly to the Office of Graduate Studies and Sponsored Research. West Chester University undergraduate transcripts are available to the Office of Graduate Studies and Sponsored Research; applicants do not need to forward them.
3. Applicants should consult with the graduate coordinator of the primary interest area to assure compliance with admission requirements for a particular degree program.

## Application Deadline

For most of the graduate programs, recommended deadlines for the submission of completed applications are: April 15 - Fall Semester, October 15 - Spring Semester, and February 15 for graduate assistant applicants.

Some programs have established different recommended application deadlines. Please see application information under individual programs listed in this catalog.

The application and all supporting credentials should be submitted to the

Office of Graduate Studies by the deadline dates shown above. Late applications will be accepted; however, admission will be on a space-available basis for applicants who meet all other admission requirements.

Applicants who have missed the deadline should consult with the graduate coordinator for that program to receive advice regarding the possibility of enrolling as a nondegree student for a maximum of six credits while awaiting action on their application.

Students interested in receiving a graduate assistantship should apply to the Office of Graduate Studies no later than February 15.

## Notification of Admission

All applications are reviewed by both the appropriate department or program and the dean of graduate studies.

The dean will notify applicants of the acceptance or rejection of their applications. If accepted, students must follow all program advising and scheduling policies and procedures. Accepted students should meet immediately with their advisers to outline a program of study.

## Matriculation Fee

At the time of acceptance into a graduate program at West Chester University, the student must submit a nonrefundable fee of \$100 to reserve his/her admission. This sum is applied toward the student's tuition and/or fees but is nonrefundable should the student subsequently decide not to attend West Chester University. The student's admission is canceled if he/she fails to submit the \$100 matriculation fee by the due date.

## Registration

Previously enrolled students (those who have attended within the past year) and newly accepted students will receive scheduling materials and registration instructions by mail. Materials for fall semester are usually available in early April, for spring semester in early November, and for summer sessions in early March. Students who anticipate receiving materials but do not receive them should contact the Office of Graduate Studies.

## Active Status

A student's application and curriculum record will remain active for a two-year period. If two years lapse in which the student fails to register, the record will be placed on inactive status. The student must then apply to the Office of Graduate Studies for readmission to graduate study.

## Admission Requirements for Degree Students

1. A baccalaureate degree from a college or university accredited in the United States or its equivalent from a school in another country.
2. A cumulative average of at least 2.50 and a GPA of at least 2.75 in the major discipline. (An "A" equals 4.0.)
3. Scores from the Graduate Management Admission Test, Graduate Record Examination, or the Miller Analogies Test if these are required for admission to the program in which the student wishes to enroll.
4. Approval by the department offering the desired degree program. Before such approval is given, an interview with a faculty member may be required. The applicant also must meet any other additional requirements established for the degree program, including grade point averages which exceed the minimum graduate admission requirements.
5. Approval by the dean of graduate studies and sponsored research.
6. Space available in the program.

An applicant who has academic deficiencies may be granted provisional status. The departmental graduate coordinator will specify course work which must be taken to remove such deficiencies and which will not be credited to degree requirements including, if necessary, undergraduate prerequisites.

Admission to degree study does not constitute admission to degree candidacy. After a student has satisfactorily fulfilled certain course requirements specified in the degree program and has completed 12 to 15 semester hours of work, the student must apply for admission to degree candidacy.

## Graduate Record Examination and Graduate Management Admission Test

Scores from the Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT) are required for many degree programs. The prospective degree student should consult the appropriate program outline and schedule a test prior to matriculation.

Both tests are administered by the Educational Testing Service, P.O. Box 6004, Princeton, NJ 08541-6004. For current information regarding application materials and test dates, contact the Counseling Center, 215-436-2301. Application forms must be filed with the Educational Testing Service at least 15 days prior to the date of any examination. The examinations may be taken at any of the testing centers designated by the Educational Testing Service. The GRE is administered periodically at West Chester—generally in October, December, February, April, and June. West Chester University became a test center for the GMAT in fall 1989.

## Miller Analogies Test

Some degree programs require students to take the Miller Analogies Test, which is administered each week at the Counseling Center, Room 129, Lawrence Center. It requires less than two hours and is given by appointment. Students requiring the test should telephone the center (215-436-2301) well in advance to schedule a test date. Appointments are often booked several months in advance. The student must pay an examination fee in person at the time the test is taken at the Counseling Center.

## Undergraduates

An undergraduate who has completed 96 credits of undergraduate course work, is in the final semester of work for the bachelor's degree, and has an overall grade point average of at least 3.0 may, with the permission of the dean of graduate studies and sponsored research, enroll in up to six credits of graduate-level courses. Credits earned may be applied to a master's degree program subject to the approval of the major department.

## Auditors

An auditor is a student who attends classes but does not necessarily do other

work required of students in the course. Anyone may attend the University for the sole purpose of auditing one or more graduate courses by obtaining approval from the course instructor, graduate coordinator, and dean of graduate studies and sponsored research, and paying the regular fee. Full-time graduate students may audit one course per semester without charge, provided they obtain approval from the course instructor and the course does not create an overload for the student. If an overload results, students must pay for each credit in excess of 12. Part-time graduate students may audit one course per semester, provided they obtain the instructor's approval, enroll in the course through the office of graduate studies, and pay the regular course fee. Credit is never given to auditors. After the course has commenced, the auditor status may not be changed. The grade of Audit (AU) is recorded on the student's transcript. A full-time graduate assistant may not use an audit to maintain his/her full-time status without the prior approval of the appropriate adviser, graduate coordinator, and dean of graduate studies.

## Transfer of Credit

Applicants to a degree program at West Chester who have earned credits through previous graduate study at another college or university may transfer credit under certain circumstances. Application forms for transfer of credit may be obtained in the Office of Graduate Studies and Sponsored Research. The following conditions are the minimum requirements for acceptance of transfer credit:

1. The credits must have been earned at an accredited graduate school.
2. The courses taken must be approved by the department or program in which the applicant intends to enroll at West Chester and by the graduate dean.
3. No more than six credits may be transferred.
4. The grade earned for courses to be transferred must be B or better. (An "A" equals 4.0.)
5. An official transcript must be submitted. Transcripts must be sent directly to the Office of Graduate Studies and Sponsored Research by the institution that granted the credits, and they must clearly indicate that the

courses to be transferred are graduate courses, which were given graduate credit.

6. The courses for transfer must have been taken recently enough to fall within the six-year time limitation.

## The Senior Citizen Policy

The Senior Citizen Program allows retired Pennsylvania residents to attend West Chester University tuition free on a SPACE AVAILABLE BASIS. To qualify, the student must be retired, at least 60 years old, and have been a Pennsylvania resident for at least a year. Students may enroll as either degree or nondegree students and may audit or take courses for credit. The program does not include internships, independent study, individualized instruction, student teaching, thesis seminar, or any similar course requiring extra faculty compensation for the additional enrollment. All scheduling information is available in the University College.

Senior citizen students may not register prior to the beginning of classes. They must attend the first meeting of the class(es) for which they wish to register and obtain the instructor's signature on their schedule, indicating there is space available in the class. They then return their signed schedule, along with a signed Senior Citizen fee waiver form and signed audit form if they wish to audit, to the University College. The University College then schedules the student and submits the fee waiver form to the Office of Financial Aid.

## Admission of International Students

Students from foreign countries may be admitted to the graduate program, provided they meet certain special requirements in addition to the University and program admission requirements. International students, like other out-of-state students, are accepted only when space is available.

Applications and supporting documents must be submitted to the Office of Graduate Studies and Sponsored Research no later than January 15 for admission the following fall semester, and September 15 for admission the following spring semester.

Applicants whose native language is not English must submit evidence of satisfactory performance on the Test of English as a Foreign Language (TOEFL) to the Office of Graduate

Studies and Sponsored Research before application forms can be processed. A score of 550 is the minimum acceptable score, although some programs have higher minimum requirements. Information about the TOEFL test, including test dates and locations in foreign countries, can be obtained from the Educational Testing Service, Box 899, Princeton, NJ 08540, U.S.A. Registration forms must reach Princeton at least five weeks before the test is to be taken.

Applicants who fail to achieve a minimum score of 550 on the TOEFL may be admitted to the English as a Second Language (ESL) program, providing they are otherwise eligible for admission to the degree program to which they have applied. Successful completion of the ESL program will qualify the applicant for subsequent admission to the degree program.

The following information and documents must be filed with the Office of Graduate Studies and Sponsored Research:

1. A completed application form.
2. An official copy of school certificates, showing the date issued for all work done beyond the elementary level.
3. Official record of the TOEFL score sent directly to the Office of Graduate Studies by the Educational Testing Service.
4. A statement from a bank or other financial institution certifying ample financial resources to maintain oneself while a student in the United States. Current costs are \$12,000

for the academic year. (Summer and holidays are not figured into these costs.)

5. A Medical History Form and an Immunization Record must be completed by a physician and returned to the Office of Graduate Studies.
6. If a student is admitted to a degree program, a U.S. Immigration (I-20) Form will be supplied by the University.

After the application and supporting documents have been reviewed, the Office of Graduate Studies and Sponsored Research will notify the applicant of its action. International students are urged to remain in their own countries until they receive notice of acceptance. The University cannot assume responsibility for the housing or welfare of international students.

### Acceptance Deposit for International Students

A \$12,000 deposit is required of all international students if West Chester University is issuing the initial student I-20 for the applicant. The deposit amount is based on estimated expenses for one full calendar year. After the student has paid all tuition and fees for the first semester (and living expenses if residing on campus), the balance of the first \$6,000 will be returned to the student. After these costs have been paid for the second semester, the remainder of the deposit will be returned to the student. All deposit amounts will be reduced by an amount equal to awarded

scholarships, assistantships, or documented support from a foundation, other agency, or local U.S. resident sponsor.

If an international student has been in the United States on a student visa for at least nine months and attending school on a full-time basis, the deposit amount can be reduced at the discretion of the Office of Graduate Studies.

### Insurance Requirements for International Students

International students at West Chester University are required to carry adequate health and accident insurance. Insurance must be effective for all periods of time the student has been authorized to be in the United States by an immigration document issued by West Chester University.

Health and accident insurance policies must be purchased through a company that sells insurance in the United States. West Chester University has set minimum coverage standards which must be met by all insurance policies. Information about the minimum standards are available at the Center for International Programs Office, 436-3515.

To assure compliance with the insurance requirement, all international students must come to the Center for International Programs by September 15 of each academic year (January 31 for students entering spring semester). There students may obtain information as to the amount of insurance required and the means of obtaining coverage to meet the insurance requirement.

# Good Standing, Academic Probation, Degree Candidacy, and Degree Requirements

## Good Standing

Students must maintain a 2.75 cumulative average (i.e., all graduate courses taken) and a 3.0 in the major discipline (i.e., all courses, both required and elective, departmental and nondepartmental taken to fulfill degree requirements) to remain in good standing.

## Academic Probation

Students whose cumulative average falls below 2.75 and/or 3.0 in the major discipline will be placed on probation. Students must return to good standing during the next nine credits of appropriate graduate work, or they will be dropped from the program. Students will not be granted a second probationary period. Students earning as low as a cumulative 2.0 will be dropped without a probationary period. Summer sessions count the same as regular semesters. All grades recorded determine the students' academic status, even if a student changes degree programs. Students dropped from a graduate program due to unsatisfactory work will not be permitted to take courses for credit towards a graduate degree in that department beyond the semester in which they are dropped.

## Requirements for Admission to Degree Candidacy

Application for degree candidacy must be made immediately on completion of the first 12 to 15 semester hours of course work in a degree program.

During the precandidacy period the students must:

1. Complete those courses which the department or program specifies as prerequisite to degree candidacy.
2. Perform satisfactorily on examinations which the department or program may require for admission to degree candidacy.
3. Maintain a cumulative average of at least 2.75 and an average of at least 3.0 in the major discipline.
4. Meet specific GPA requirements as stipulated by the individual degree program.

## Procedure for Application to Degree Candidacy

1. Every student must file an application for admission to degree candidacy with the dean of graduate studies and sponsored research. Forms are available in the Office of Graduate Studies and Sponsored Research.
2. When the application has been evaluated by the department concerned and by the dean of graduate studies and sponsored research, the graduate dean will send a letter of acceptance or rejection to the student.
3. Upon notice of acceptance, degree candidates must confer with their advisers to continue with their previously established program of study.

Students must be admitted to degree candidacy prior to registering for comprehensive exams and before registering for thesis credits.

## Reapplication for Degree Candidacy

Applicants who fail to qualify as degree candidates may reapply. They must attain an average of 3.0 in course work specified by their advisers.

## Summary of Requirements for the Master's Degree

1. Admission to degree candidacy.
2. Completion of all requisite courses and credits with a cumulative average of 2.75, an average of 3.0 in the major discipline, compliance

with specific GPA requirements as stipulated by the individual degree program, and achievement of satisfactory scores on the Graduate Management Admission Test, Graduate Record Examination, or the Miller Analogies Test, if required. (See program requirements.)

3. Satisfactory performance on a final written and/or oral comprehensive examination conducted by the student's advisory committee in the field of specialization. (It is the candidate's responsibility to apply for this examination.)
4. Submission and approval of the thesis or research report in those programs requiring it.
5. Fulfillment of any special examinations, requirements, or competencies that are unique to a department or program.
6. Fulfillment of all financial obligations to the University, including payment of the graduation fee, and of all other obligations including the return of University property.
7. Compliance with all academic requests from the dean of graduate studies and sponsored research, including submission of a form letter of intent to graduate by the specified due date.

## Additional Requirements for the Master of Education Degree

In addition to fulfilling these requirements, candidates for certain Master of Education degrees must give evidence of successful teaching experience approved by the department chairperson. Other experiences in lieu of this requirement must be approved by the relevant department and the dean of graduate studies and sponsored research.

# Fees and Expenses

*Special Note: The fees listed below reflect charges at press time. For up-to-date information on fees at any given time, contact the Office of the Bursar (215) 436-2552.*

*Fees and expenses are subject to change without notice. Fees shown here are in effect for the 1992-93 academic year. Changes for 1993-94, if approved, would occur after the printing of this catalog.*

*Unless otherwise specified, fees may be paid by Visa, MasterCard, check, or money order made payable to West Chester University. The cancelled check, money order record, or charge card billing serves as a receipt.*

## Basic Graduate Fees for Legal Residents of Pennsylvania

Less than 9 credits—\$157.00 per semester hour of credit

9 through 15 credits—\$1414.00 per semester

More than 15 credits—\$1414.00 plus \$157.00 for each semester hour of credit beyond 15

## Basic Graduate Fees for Out-of-State Students

Less than 9 credits—\$233.00 per semester hour of credit

9 through 15 credits—\$2098.00 per semester

More than 15 credits—\$2098.00 plus \$233.00 for each semester hour of credit beyond 15

## Housing Fee

Graduate student housing is limited at West Chester University. If housing is granted, a fee must be paid which will secure the occupancy offered. Possible options include a standard double room in a designated section of an undergraduate residence hall with one roommate, or in selected units of the new South Campus apartment complex with five occupants in combinations of doubles and singles. This fee covers all utilities, including on-campus and local telephone service (students must provide the actual telephone). The University offers a special program for long-distance calling. The Student Occupancy Agreement, which must be signed

before students check into their rooms, is binding for the full academic year (September-May), even for those students who may receive late room assignments. The current cost per student is \$1,100.00 a semester for a traditional residence hall; apartments are estimated at \$1,350 for a double bedroom and \$1,550 for a single bedroom. These rates are subject to change and should be considered reasonable approximations.

## Food Plans

**Plan 1 (\$715)**—14 Variable Program entitles students to any 14 of the 21 meals served Monday through Sunday and includes a flexible fund of \$100. This program is required for residents in the traditional residence halls and is available to South Campus apartment residents as well as off-campus and commuter students.

**Plan 2—Flexible Fund Program** is designed for any student not living in the traditional residence halls, as well as faculty and staff. A minimum of \$100 can be placed into a flexible fund account that can be accessed by an ID card in the Lawrence Food Court, Campus Corner or Convenience Store, or in the Sykes Ram's Head Deli. Faculty and staff may use their flex dollars in the University Club as well. With this program, there is no need to carry cash to purchase meals. The flexible fund can be increased in \$25 increments at any time during the semester.

**Plan 3 (\$609)**—10 Variable Program is available to any student not living in the traditional residence halls. It entitles participants to 10 out of the 19 meals served Monday through Sunday and includes a flexible fund of \$50.00 that may be used as described in Plan 2.

**Plan 4 (\$558)**—7 Variable Program is similar to Plan 3 and entitles participants to 7 out of the 19 meals served Monday through Sunday and includes a flexible fund of \$50.00.

All flexible fund dollars (regardless of meal plan) must be used by the end of the spring semester.

Any flexible funds remaining at the

end of the second semester will be forfeited. The meal week runs from Monday to Sunday; any unused meals at the end of any week will be forfeited. Students in traditional residence halls already have their meal plan cost included in their University billing. All other students (South Campus apartment residents, and off-campus and commuter students) can sign up for a meal plan by applying at the Office of the Bursar in Elsie O. Bull Center.

## Late Registration Fee

Graduate students are not automatically granted permission to schedule after the deadline; however, a late registration fee of \$35.00 is required of students who receive approval to schedule and pay after the official registration deadline.

## Community Center Fee

Students pay a mandatory community center fee based on the number of credits carried, as follows:

1 through 6 credits	\$ 2.50 per semester
7 through 8 credits	\$ 5.00 per semester
9 credits or more	\$10.00 per semester

The community center fee is not refundable.

## Student Union Expansion Fee

Effective with the fall 1991 semester, this mandatory fee has been phased in as follows:

	Full Time	Part Time	Summer
Class of 1993	28.00	10.00	5.00
Class of 1994	41.00	15.00	7.50
Class of 1995	55.00	20.00	10.00

and thereafter.

## Educational Services Fee

\$50.00 per semester, full-time student  
\$20.00 per semester, part-time student  
\$10.00 per summer session

The amounts collected will be set aside and used exclusively for the following:

Educational Supplies	10%
Library Books/Periodicals	40%
Educational Equipment	30%
Student Computing	20%

This fee is mandatory; however, it is fully refundable to those students who officially withdraw prior to the start

of class. This fee is nonrefundable for students withdrawing after the start of class.

### Health Center Fee

All full-time students (nine credits or more) are charged a mandatory \$35.00 health center fee per semester. Part-time students pay \$14.00 per semester. Regular summer session students pay \$6.00 and PRE and POST summer sessions pay \$4.00.

### International Student Services Fee

International students are assessed a \$25.00 per semester fee to cover services provided by the Center for International Programs.

### Graduate Student Association Fee

\$6.00 per semester full time  
\$3.00 per semester part time

### Course Audit Fee

Students who audit a course (attend a course without taking credit) pay the same fees as other students.

### Financial Obligations

Students are expected to make full payment of fees by the registration deadline in advance of each semester. The University sends bills for fees preceding each semester. If payment is not made within the stipulated period, the student risks cancellation of all scheduled courses.

Payments normally fall due each academic year as follows:

Fall semester	Mid-August
Spring semester	Mid-December

Any change in these dates will be shown on fall or spring invoices. Checks should be made payable to West Chester University and mailed to:

Office of the Bursar  
Elsie O. Bull Center  
West Chester University  
West Chester, PA 19383

No student will be enrolled, graduated, or given a transcript of his or her record until all charges due at the particular time are paid.

### Billing Address Changes

If a student's billing address changes during enrollment at the University, the new address must be given to the Office

of the Registrar in the Elsie O. Bull Center to avoid delayed delivery of bills.

### Dishonored Check Fee

A fee of \$25.00 is charged to accounts for checks returned for any reason.

### Transcript Fee

The fee for transcripts is \$3.00 per copy. Transcript request forms are available in the Office of the Registrar. Immediate transcripts are \$5.00 per request.

### Rentals

Any band or orchestra instrument	\$6.00 per semester
	\$1.00 per week in summer sessions
Organ	\$36.00 per semester
	\$2.00 per week in summer sessions

### Withdrawal Procedure

Students who wish to withdraw from the University after paying their semester or summer session fees must follow the official withdrawal procedure. Withdrawal forms are available in the Office of the Registrar, Elsie O. Bull Center. Completed forms must be returned to that office during the semester or summer session when the withdrawal occurs.

### Basic Fee Refund Policy

Refunds cannot be made unless the student officially processes the withdrawal from the University or the drop from a course through the Office of the Registrar. Application fees credited to the student's basic fee are not refundable. Other amounts paid and credited toward the basic tuition fee are refundable in full for students who withdraw for approved reasons (such as documented ill health or personal tragedy) prior to the first day of the semester.

Beginning with the first class day of the semester, the basic tuition fee exclusive of the acceptance fee is refundable for students who withdraw in accordance with the following schedule:

1st or 2nd week	80%
3rd week	70%
4th week	60%
5th week	50%
6th week and thereafter	NO REFUND

Students who are in their first semester at WCU and who have received federal financial aid will receive prorated refunds based on federally mandated requirements.

Students who officially reduce their credit hour load to qualify for a lower basic tuition fee shall receive a refund of a percentage of the difference in accordance with the above schedule.

Refunds will not be made to students who are temporarily or indefinitely suspended.

### Housing Refunds

The \$100.00 room deposit is not refundable. When students change from resident status to commuter status after the beginning of the semester, there is no room refund, except for the most compelling reasons and when a "Request for Cancellation of Occupancy Agreement" is properly filed in the Office of Housing and Residence Life.

### Meal Refunds

The fee for meals may be refunded on a weekly prorated basis. Contact the Office of the Bursar in the Elsie O. Bull Center.

### Application Fee

A nonrefundable graduate student application fee of \$25.00 is assessed to all students applying to the graduate program.

### Graduation Fee

A graduation fee of \$30.00 is required of all degree candidates. No degree will be granted until this fee is paid. Checks should be drawn to the Commencement Fund and delivered to the Office of Graduate Studies and Sponsored Research on or before the due date.

### Parking Fee

The University charges a nonrefundable parking fee to students who are eligible to purchase a decal to use University parking lots. The following fees have been approved:

EFFECTIVE	RATE
Fall 1992	\$15.00
Fall 1993	\$20.00

Registration forms are available at the Department of Public Safety. A violation of University parking regulations is charged at \$5.00 per issued ticket.

### Library Card/ID Card

In order to borrow books from the library, graduate students must present their ID (identification) card. An ID card can be purchased for a \$2.00 fee at the SSI Office, Sykes Union Building.

## Academic Computing Center ID Card

In order to borrow software and/or use the Academic Computing Center facilities, all graduate students (part-time and full-time students) must present a valid WCU ID card. The ID card is purchased at the SSI Office, Sykes Union Building. (For further information on the cost and hours for pictures, contact SSI at 215-436-2955.)

## Fees for Crossover Registration

Students who are admitted to graduate study and need to take undergraduate course work to correct academic deficiencies are advised to enroll in undergraduate courses exclusively, and they will be billed undergraduate fees. Graduate students who are enrolled in graduate and undergraduate courses during the same semester will pay graduate fees for all course work.

Further, all such courses or combinations are to appear on a single graduate transcript that includes a code or legend which differentiates between undergraduate and graduate courses. Undergraduate courses appearing on a graduate transcript may or may not be acceptable for a degree program, according to determinations made by the degree-granting department. Undergraduate students with at least a 3.00 GPA and 96 credits of course work may take up to six credits of graduate course work in their final semester in accordance with University policy. If the student wishes to have the credits count towards the bachelor's degree, he/she must submit a completed "Application for an Undergraduate Student to Take a Graduate Course for Undergraduate Credit." If the student wishes to have the credits count towards a graduate degree, he/she must submit a completed

"Application for an Undergraduate Student to Take a Graduate Course for Graduate Credit." Both forms are available in the Office of the Registrar. To receive graduate level credit, the student also must submit a properly completed and approved Graduate School Admissions Form to the Office of Graduate Studies before completing the appropriate form.

If a course is taken for undergraduate credit by an undergraduate student, no additional fees will be required.

If a course is taken for graduate credit, the student must pay graduate tuition and applicable fees for that course.

Credit earned and grades received will be recorded on the undergraduate transcript. Credits so earned may later be applied to a graduate program, subject to approval of the major department.

# Financial Aid

The purpose of financial aid at West Chester University is to provide financial assistance and counseling to students who can benefit from further education, but who cannot obtain it without such assistance. Financial assistance consists of gift aid in the form of scholarships or grants and self-help aid in the form of employment or loans. The main responsibility for meeting educational expenses rests with students and their families. Financial aid is a supplement to family contributions and is to be used for educational expenses.

Eligibility for financial aid, with the exception of some assistantships and scholarships, is based on demonstrated financial need. Family income, assets, and family size influence the demonstrated financial need of the student.

All documents, correspondence, and conversations among the aid applicant, his or her family, and the Office of Financial Aid are confidential and entitled to the protection ordinarily arising from a counseling relationship.

In order to receive need-based financial aid, the student must:

1. Meet enrollment requirements for the specific aid program and must be making satisfactory academic progress. See the section entitled "Satisfactory Academic Progress Policy for Financial Aid" for a more detailed explanation of this requirement.
2. Submit a Free Application for Federal Student Aid to the Pennsylvania Higher Education Assistance Agency in Harrisburg, Pa., before March 15 for priority consideration. *All students, regardless of state residency status, must*

*complete this form in order to be considered for financial aid at West Chester University.* This application will be used to determine demonstrated financial need for the student. All students are encouraged to complete this application.

3. Submit a Financial Aid Transcript from all previously attended post-secondary educational institutions including all undergraduate institutions. This transcript may be obtained through the Office of Financial Aid. Submit this transcript even if no aid was received at those institutions.
4. Submit any other requested documentation concerning financial and family circumstances that may be requested by the Office of Financial Aid, or any agency that administers financial assistance programs. Financial aid applicants may be required to submit copies of their parents' I.R.S. forms or various other income documents.

The submission of the information described above does not automatically entitle a student to receive financial aid. The Office of Financial Aid follows the regulations established by the federal government in awarding aid. Aid applicants are ranked according to unmet need (based on budget, federal and state grants, and expected family contribution), and available funds are offered to the neediest students first. Students must apply for financial aid each academic year.

Direct questions concerning financial aid to the Office of Financial Aid, 138 Elsie O. Bull Center, West Chester University, West Chester, PA 19383 (215) 436-2627. Office hours are Monday through Friday, from 8:30 a.m. to 4 p.m.

## Satisfactory Academic Progress Policy for Financial Aid

The satisfactory academic progress policy for graduate students is defined below. This policy is subject to change because of revisions in federal regulations.

**FULL-TIME GRADUATE STUDENTS —** The student must have official permission from the University to enroll or continue enrollment as a degree student and must have successfully completed at least 18 credits during the previous academic year (fall-spring). Nine credits per semester is considered to be full time for graduate students.

**PART-TIME GRADUATE STUDENTS — ENROLLED FOR 1 to 5.5 CREDITS PER SEMESTER —** The student must have official permission from the University to enroll or continue enrollment as a degree student and must have successfully completed all credits attempted during the previous academic year (fall-spring).

**ENROLLED FOR 6 to 8.5 CREDITS PER SEMESTER —** The student must have the official permission of the University to enroll or continue enrollment as a degree student and must have successfully completed at least 12 credits during the previous academic year (fall-spring).

The Office of Financial Aid reviews the "successfully completed credits" requirement at the end of each academic year (spring semester).

Credits earned during the summer following an academic year will be used to make up a credit deficit during the review for financial aid satisfactory academic progress. The Office of Financial Aid reviews the "official permission from the University to enroll or continue enrollment as a degree student" requirement at the beginning of each semester. In other words, if the student moves from "degree" to "nondegree" status between the fall and spring semesters, the student will not be maintaining satisfactory academic progress, and spring financial aid will be rescinded. This particular item cannot be appealed.

**FAILURE TO MAINTAIN SATISFACTORY ACADEMIC PROGRESS ACCORDING TO THESE STANDARDS WILL RESULT IN THE LOSS OF FEDERAL TITLE IV FINANCIAL AID FOR AT LEAST ONE SEMESTER OR UNTIL SUCH TIME AS THE STU-**

DENT IS AGAIN MAINTAINING SATISFACTORY ACADEMIC PROGRESS.

### DEFINITIONS:

**ENROLLMENT STATUS:** Full time (nine or more credits per semester) or part time (less than nine credits per semester).

**CREDITS ATTEMPTED:** Credits for which a grade of A, B, C, D, F, Withdraw Failing (WF), Incomplete (I), or No Grade (NG), has been received.

**SUCCESSFULLY COMPLETED CREDITS:** Credits for which a grade of A, B, C, or D has been received. Grades of NG or I do not count as successfully completed credits. Any withdrawal grades (Withdraw, Withdraw Passing, Withdraw Failing) do not count as successfully completed credits.

**FEDERAL TITLE IV FINANCIAL AID:** Stafford Student Loan (SSL), College Work Study, Perkins Loan, PLUS Loan, and Supplemental Loan (SLS).

**REPEATED CREDITS,** for purposes of determining satisfactory academic progress, will be treated in the same manner as they are treated under the WCU academic policies. Generally, only those credits successfully completed at WCU are considered when reviewing the student's satisfactory academic progress for financial aid. However, if a student is unable to attend WCU during the summer to correct a "credit deficiency," he or she may obtain official University permission to take courses at another institution and then submit those successfully completed credits to the Office of Financial Aid for consideration in determining satisfactory academic progress. Any credits submitted for consideration must transfer to WCU and count towards the student's degree. Only credits taken during the summer will be considered.

**APPEALS TO THE SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS:** An appeal to the satisfactory academic progress requirements must be made in writing and fully explain the reasons for the appeal. Accompanying this letter must be appropriate supporting documentation (letters from physicians, counselors, etc.). The Appeal Committee may request a personal interview with the student. The decision of the committee will be based on the legitimate merits of the appeal and will

be final. Appeals, when granted, will be for ONE SEMESTER ONLY. Students who are granted appeals will be reviewed for the maintenance of satisfactory academic progress at the end of the "appeal" semester. Only ONE appeal will be granted during the course of the student's academic career at WCU.

## Academic Grade Level Requirements for SSL/SLS Loans

In addition to the satisfactory academic progress requirements mentioned above, the SSL program requires that a student advance to the next academic level for every \$8,500 (SSL graduate) / \$4,000 (SLS) borrowed.

Academic Level	Graduate Credits Earned
1st	0 to 17.5
2nd	18 or more

## Withdrawal/Enrollment Change and Aid

Students who officially withdraw or change their enrollment status may be entitled to a refund of certain fees, according to West Chester University's policy. (See section entitled "Fees and Expenses.") If the student has been awarded financial aid for the semester in which the withdrawal or enrollment change occurs, a portion of the refund will be returned to financial aid program funds. Financial aid refunds due to withdrawals or enrollment changes are processed in accordance with federal, state, and awarding agency guidelines and regulations. A student considering withdrawal or an enrollment status change should consult the Office of Financial Aid to determine the impact of that action on current and future financial aid.

## Student Consumer Rights and Responsibilities

You have the right to ask a school:

1. The names of its accrediting organizations.
2. About its programs; its instructional, laboratory, and other physical facilities; and its faculty.
3. The cost of attendance and its policies on refunds to students who drop out.
4. What financial assistance is available, including information on all

- federal, state, local, private, and institutional financial aid programs.
5. What the procedures and deadlines are for submitting applications for each available financial aid program.
  6. What criteria it uses to select financial aid recipients.
  7. How it determines your financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in your budget. It also includes what resources (such as parental contribution, other financial aid, your assets, etc.) are considered in the calculation of your need.
  8. If you have a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the length of time you have to repay the loan, when you must start repaying it, and any cancellation and deferment provisions that apply.
  9. If you are offered a work study job, you have the right to know what kind of job it is, what hours you must work, what your duties will be, what the rate of pay will be, and how and when you will be paid.
  10. To reconsider your aid package, if you believe a mistake has been made.
  11. How the school determines whether you are making satisfactory academic progress and what happens if you are not.
  12. What special facilities and services are available to the disabled.

You have the responsibility to:

1. Review and consider all information about a school's program before you enroll.
2. Pay special attention to your application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay your receipt of financial aid.
3. Provide all additional documentation, verification, corrections, and/or new information requested by either the Office of Financial Aid or the agency to which you submitted your application.
4. Read and understand all forms that you are asked to sign and keep copies of them.

5. Accept responsibility for the promissory note and all other agreements that you sign.
6. If you have a loan, notify the lender of changes in your name, address, or enrollment status.
7. Perform in a satisfactory manner the work that is agreed upon in accepting a college work study job.
8. Know and comply with the deadlines for application for aid.
9. Know and comply with your school's refund procedures.

### **Perkins Loan Program**

The Perkins Loan Program is a cooperative effort of the federal government and West Chester University which enables qualified students to secure educational loans under attractive conditions. Each borrower must:

1. Be enrolled or accepted in the institution participating in the program.
2. Demonstrate financial need.
3. Maintain satisfactory academic progress in the curriculum.

The combined total of undergraduate and graduate loans cannot exceed \$18,000. Approval of loans depends upon the student's financial need and the availability of loan funds. The Free Application for Federal Student Aid must be filed. For further information contact the director of financial aid.

### **Stafford Student Loan**

The Stafford Student Loan is a cooperative effort of private lending institutions and the state and federal governments which enables qualified students to secure long-term educational loans.

To be eligible for a loan, a student must:

1. Be accepted for enrollment in an approved institution or, if enrolled, be making satisfactory academic progress.
2. Be classified as at least a half-time student.

The maximum loan per academic grade level for full-time graduate students is \$8,500 or the cost of education, whichever is less. The total indebtedness permissible for all years of undergraduate and graduate study is \$65,500. Applications for this loan can be obtained at lending institutions (banks).

### **Graduate Assistantships**

A limited number of graduate assistantships are available to qualified, full-time and part-time graduate students.

Interested students should consult their department chairperson or graduate coordinator and the Office of Graduate Studies and Sponsored Research to determine the availability of assistantships and their own eligibility. To be eligible, applicants must be admitted as fully matriculated students into a graduate degree program. Certification programs are not degree-granting programs and, accordingly, certification students are not eligible for graduate assistantships. Assistantship applicants also must have an undergraduate GPA of 2.75 and/or a graduate GPA of 3.00. Assignments are made by the department in which the assistantship is located and may involve part-time undergraduate teaching, participation in research projects, or other professional duties under faculty supervision. Applications are available in the Office of Graduate Studies and Sponsored Research.

Full-time graduate assistants, in return for 20 hours of assigned duties per week, receive tuition remission and a stipend of approximately \$4,000 for the academic year. Half-time assistantships involving 10 hours per week of assignments are also available that cover six credits of tuition remission and pay approximately \$2,000 for the academic year. Full-time graduate assistants are not allowed to hold other on-campus employment simultaneously. Part-time graduate assistants may work on-campus a maximum of ten hours per week in addition to holding an assistantship.

For maximum consideration for support, applications for the fall semester should be submitted by February 15, although some departments occasionally consider assistantship applications at later dates. Assistantships also are offered by the Center for Academic Excellence, Residence Life and Housing, the Academic Computing Center, and other offices. Please contact these offices, the adviser and/or graduate coordinator of your academic program, or the Office of Graduate Studies for additional information.

Students holding graduate assistantships who fail to maintain good academic standing (minimum GPA of 3.0) will have their assistantships revoked or will not have them renewed. This policy includes courses taken during summer sessions. Departments also may stipulate higher academic standards for maintaining assistantships. Full-time

graduate assistantships are given for a maximum of four semesters. Half-time assistantships may be granted for up to eight semesters.

### Residence Hall Graduate Assistants

Opportunities to serve as residence hall graduate assistants are open to all full-time graduate students. Graduate assistants live in the University residence halls and assist the full-time, professional resident director in providing direction for the personal, social, and educational development of the resident students. Residence Life graduate assistants are also supervisors for student workers and serve as University judicial hearing officers. These positions are full-time (25 hours a week) graduate assistantships that offer a stipend, tuition remission, and room and meal plan. Preference is given to students enrolled in a counseling or psychology program and to those with prior residence hall living experience. Applications may be made through the Office of Residence Life and Housing, Room 206, Sykes Union Building (215) 436-3307.

### Institute for Women Graduate Grant

The Institute for Women at West Chester University offers an annual grant of \$500 to a woman graduate student who is accepted into a master's degree program at West Chester University. The award is based on high academic achievement; evidence of potential for contribution to the applicant's field of study; a record of leadership in school, community, church, or other setting; and evidence of service to others. Applications, including reference forms, are available from the Office of Graduate Studies and Sponsored Research. Completed materials must be submitted by *April 1*. Only students who have filed all required admission credentials and plan to enroll for a minimum of six graduate credits are eligible.

### College Work Study

Graduate students may apply through the Office of Financial Aid for University or federal work study funds. The Free Application for Federal Student Aid must also be filed.

### Physical Education Department Scholarship

One \$300 scholarship is awarded to a graduate student in physical education. Applications should be submitted to the chairperson, Department of Physical Education.

### Special Education Department Scholarship

The Department of Special Education offers a scholarship of \$500 to be awarded annually to a select, non-traditional student. The award is made possible through the Military Order of the Purple Heart, a veterans' organization chartered by Congress for armed forces personnel wounded in combat.

Notification of the award will be made by March 1 of each year. Applications and further information are available from the chairperson, Department of Special Education.

### Professor Russell Sturzebecker Scholarship

The Professor Russell Sturzebecker Scholarship is a \$100 award made each semester to a "worthy and needy" graduate student in health and physical education. Through the generosity of Mr. John Unruh, the award is donated in honor of Professor Sturzebecker.

The recipient must be working full time in the field of health and physical education and must be a part-time student at West Chester University and working towards a master's degree in his or her professional field.

Graduate students who meet the criteria are invited to submit a letter of application for the scholarship along with a resume

of their professional and academic status. These documents should be submitted to the chairperson of the Department of Physical Education before November 15 for the first semester, and before March 15 for the second semester. Selections will be made by a committee of three graduate faculty members of the Department of Health and the Department of Physical Education.

Application forms are available from the Department of Physical Education.

### Grace Cochran Research on Women Award

An annual \$100 award in each division, graduate and undergraduate, is given for the best research on women. The award, sponsored by the Institute for Women, is given on Research on Women Day held in the spring of each year. Dr. Cochran, an eminent teacher and scholar, graduated from the West Chester State Normal School in 1906.

### Dr. Charles S. Swope Scholarship Foundation

The Memorial Scholarship Trust Foundation was established by Charles E. Swope and Richard M. Swope in memory of Dr. and Mrs. Charles S. Swope. Dr. Swope served as president of West Chester University for a quarter of a century. Applicants must be enrolled full time and be graduates of West Chester University. Scholarships are \$1,000 each. Applications must be filed on or before April 1. Selection is made during May, with scholarships commencing in September.

### Charles Mayo Scholarship

A financial grant is awarded yearly to an upperclass or graduate student in political science in memory of Charles Mayo, former president of West Chester University. Funded by contributions, the award is administered by faculty of the Department of Political Science. The value of the scholarship is approximately \$200.

# Academic Information and Regulations

## Time to Complete the Degree Program

All requirements for the degree, including courses, comprehensive examinations, and thesis, must be completed within the six years immediately prior to the expected date of graduation.

See also "Degree Candidacy" and "Degree Requirements."

## Classification of Students

Students are classified as:

### A. Degree Students

1. *Full matriculation*, granted to a student who meets all admission requirements.
2. *Provisional matriculation*, which may be granted to a student who:
  - a. Has not taken the Graduate Record Examination, the Miller Analogies Test, or a specialized entrance examination required by the department concerned.
  - b. Is unable to present all prerequisites required by the department.

Students must fulfill the conditions stipulated in their provisional acceptance by the time that application to degree candidacy is made. Credit earned as a provisional degree student may be accepted towards the degree only on recommendation of the student's adviser.

Note: Some programs do not grant provisional matriculation.

3. *Teacher certification*, which applies to students taking course work to gain teacher certification.
4. *Professional growth*, for students who take graduate course work but seek neither a degree nor certification.

### B. Nondegree Students

A nondegree student may be admitted to take a workshop or other credit-bearing class. Nondegree students may schedule up to six credits of course work on a nonmatriculated basis. Additional course work may be taken only after the student has made application and been accepted into one of the degree programs described above. Students taking only special courses, such as workshops, are the exception to this rule.

Courses taken under nondegree status may not necessarily be applied to degree

programs at a later date. Students should begin the formal application process immediately after they have decided to pursue a graduate degree at West Chester University.

## Advisory System

All students will be assigned an adviser in the department of their chosen major. Students must comply with all program or department advising and scheduling procedures, and are expected to meet with their advisers at least once each semester during the course scheduling period.

## Graduate Level Course Numbering System

500 Series graduate level courses to which advanced undergraduates may be admitted

600 Series graduate courses not normally open to undergraduates

Course numbering within a series is at the discretion of the department offering the courses.

## Undergraduate Courses for Graduate Credit

Some departments have identified selected undergraduate courses that may be taken by graduate students (under departmental advisement) for graduate credit. No more than six credits of specifically designated 400-level courses may be applied to awarding of the graduate degree. See departmental listings.

## Workshops

The number 598 following the departmental prefix indicates an "open" workshop that allows the departments to offer a variety of short-term seminars in specific subjects under this designation. Such workshops may or may not carry credit in a graduate degree program.

## Student Load

The normal work load for a full-time student during the fall and spring semesters is nine semester hours. The load may be increased if approval has been obtained from the student's adviser.

During the summer session, the normal work load is one semester hour of work for each week of enrollment. Gener-

ally, students carry only one course during the Pre or Post Session and no more than six credits during the Regular Session.

## Course Credit by Examination

Credit by examination may not be taken for graduate course work.

## Pass/Fail Grades

The pass/fail option is not available to graduate students for graduate or undergraduate courses.

## Transferring Credit from Other Institutions

West Chester students who wish to take course work at other institutions for credit at West Chester University must first obtain approval from their chairperson or coordinator and the dean of graduate studies and sponsored research. Other restrictions and requirements are the same as those given in "Transfer of Credit," page 5.

## Change of Status

A provisional degree student who has met the various conditions stipulated at the time of admission may petition for full graduate standing by submitting a written request to the Office of Graduate Studies and Sponsored Research. Credit earned as a provisional degree student or as a nondegree student may be accepted in a degree program only upon the recommendation of the student's adviser. Provisional degree students should consult their advisers well in advance in order to select work appropriate for transfer toward the degree.

## Changing to Auditor Status

Before the end of the add period, a student may apply to become an auditor by completing a Change in Class Status Form available in the Office of Graduate Studies and Sponsored Research and by obtaining the necessary approval.

## Changes in Program

In order to change from one degree program to another, a student must submit an application to the Office of Graduate Studies and Sponsored Research. The student must meet all

specific admission requirements of the program for which the change is requested. No fee is charged.

### Adding a Course

Students may add a course by filing a Schedule Change Form in the Office of the Registrar or the Office of Graduate Studies and Sponsored Research during the schedule change period and after obtaining approval from their program adviser or graduate coordinator, and the dean of graduate studies and sponsored research.

### Dropping a Course

- A. During the first week of a semester, or the equivalent time in summer sessions, a student may drop a course, thereby receiving no grade, by filing a Schedule Change Form in the Office of the Registrar or the Office of Graduate Studies and Sponsored Research during the schedule change period.
- B. A grade of W will be entered on the academic record of any student who drops a course *between the end of the first week and before the end of the fifth class week* or the equivalent in summer sessions.

Students who drop a course *between the end of the fifth class week and the end of the tenth class week* will receive a grade of either Withdraw Passing (WP) or Withdraw Failing (WF) from the instructor, indicating that they were passing or failing the course at that time. A WP is not treated as a grade. A WF is computed as an "F." After the tenth week of classes, students will receive whatever grade the professor assigns (excluding WF and WP) but are not entitled to selectively withdraw from particular classes. STUDENTS WHO FAIL TO OFFICIALLY DROP A COURSE FOR WHICH THEY HAVE REGISTERED WILL RECEIVE A GRADE OF "F" FOR THE COURSE.

However, students must be registered for at least one course or they must withdraw from the University. See "Withdrawal from the University" below.

### Withdrawal from Courses in Summer Sessions

Students wishing to withdraw from summer sessions should follow the same procedure for withdrawal from a course. Withdrawal deadlines are adjusted appropriately in accordance with the summer calendar.

### Withdrawal from the University

Students wishing to withdraw from the University must go to the Office of the Registrar and follow the prescribed procedures. If illness or some other emergency interrupts the student's work, he or she must notify the Office of the Registrar immediately. Unless a student withdraws officially, F grades will be recorded for unfinished courses. The student also must notify the Office of Graduate Studies and Sponsored Research of his or her withdrawal from the University.

### Leave of Absence

Students in a degree program who will not be registering for course work during a given semester should file a letter requesting a leave of absence with the dean of graduate studies. The letter should be filed in advance of the semester in which course work is halted. Approved leaves of absence do not release the student from the six-year time limitation stipulated for the completion of degree requirements.

### Grading System

The following grading system is used:

#### Grade Definitions:

Grade	Points	Quality Percentage	Equivalents	Interpretation
A +	4.33	97 or above	97 or above	Excellent
A	4.00	93-96	93-96	
A -	3.67	90-92	90-92	
B +	3.33	87-89	87-89	Superior
B	3.00	83-86	83-86	
B -	2.67	80-82	80-82	
C +	2.33	77-79	77-79	Average
C	2.00	73-76	73-76	
C -	1.67	70-72	70-72	
D +	1.33	67-69	67-69	Below Average
D	1.00	63-66	63-66	
D -	0.67	60-62	60-62	
F	0	59 or lower	59 or lower	Failure
NG				No Grade
W				Withdrawal
WF	0	59 or lower	59 or lower	Withdrawal Failing
WP				Withdrawal Passing
Y				Administrative Withdrawal
AU				Audit

I (Incomplete) is a temporary grade replaced by NG in 1980. NG (No Grade) is given when a student fails to complete course requirements by the end of a semester and a time extension is granted by the instructor; see "Removing 'No Grade' Designation" below.

W (Withdrawal) is given when a student withdraws from a course between the end of the first and the end of the fifth class week of the semester or the equivalent in summer sessions.

WP and WF are explained in the section "Dropping a Course."

Y (Administrative Withdrawal) is given under appeal when there are non-academic mitigating circumstances, and there is documentation that the student never, in fact, attended class.

### Course Repeat Policy

Degree students must repeat any courses applied to the degree for which they have received a grade of less than C- and all courses for which the program or department has a higher standard. All grades received for a course will remain on the student's record, but only the second grade achieved will be used to calculate the cumulative and major averages. A form for reporting repeated courses, available from the Offices of the Registrar and Graduate Studies, must be filed with the registrar at the time of registration for a repeated course.

### Removing "No Grade" Designation

Students must complete courses for which they have received a No Grade (NG) by the completion date stipulated by the instructor, and no later than the end of the first nine weeks of the next semester or the NG will become an F. The nine-week requirement does not apply to independent study, thesis, research report, practicum, or recital credit.

### Grade Reports

Grade reports are mailed to the student soon after the end of a semester or summer session. Students are reminded to check their reports against grade requirements and other regulations, as well as for accuracy, and to have their grade reports available when consulting with advisers.

## Grade Appeals

### Scope of the Policy

The Grade Appeals Policy applies only to questions of student evaluation. Since appeals involve questions of judgment, the Grade Appeals Board will not recommend that a grade be revised in the student's favor unless there is clear evidence that the original grade was based upon prejudiced or capricious judgment, or was inconsistent with official University policy. In the case where the grade was based on a charge of cheating, the board, if it upholds the charge, will recommend a failing grade or expulsion from the University. Cheating includes but is not limited to:

1. Plagiarism, that is, copying another's work or portions thereof and/or using ideas and concepts of another and presenting them as one's own without giving proper credit to the source;
2. Submitting work that has been prepared by another person;
3. Using books or other materials without authorization while taking examinations;
4. Taking an examination for another person, or allowing another person to take an examination in one's place;
5. Copying from another's paper during an examination or allowing another person to copy from one's own and/or
6. Unauthorized access to an examination prior to administration

### Procedure

1. (a) A student must initiate an appeal in writing within 20 class days from the date of the decision or action in question. In case of an appeal of a final grade, the appeal must be filed no later than the first 20 class days of the term following the one in which the grade was received. This written appeal should be sent to the instructor who awarded the grade in question. The appeal shall be received by the student and the faculty members. They shall mutually attempt to resolve the appeal within five class days from the receipt.

- (b) If the appeal is based on an interpretation of departmental or University policy, the student's academic adviser may also be present during the review process. In such case, there shall be a

limit of five class days in which to resolve the appeal.

2. An appeal not resolved at Step 1 shall be referred in writing by the student within five class days after the completion of Step 1 to the chairperson of the department of which the course in question is a part. If there is a departmental appeals committee, the problem shall be referred directly to it. The department chairperson or the departmental appeals committee shall normally submit a written response to the student within 10 class days following receipt of the written statement of the problem. A copy of this response shall also be provided to the instructor.
3. If no mutually satisfactory decision has been reached at Step 2, the student may submit a written appeal to the dean of the college or school in which the problem originated. Such an appeal shall be made within five class days following the receipt of the written response of the department chairperson or the departmental appeals committee. The dean shall investigate the problem as presented in the written documentation, review the recommendation and provide, in writing, a proposal for the solution of the problem within 10 class days following its referral.
4. If the problem is not mutually resolved by Step 3, the student may file an appeal with the Grade Appeals Board within five class days of the receipt of the written proposal from the dean. The request for an appeal must be submitted to the associate provost or, if appropriate, to the dean of graduate studies who will convene the Grade Appeals Board as soon as possible, but no later than 15 class days after the receipt of the written request.

### Grade Appeals Board

#### 1. Membership

- A. The associate provost (or, if appropriate, the dean of graduate studies) serves as nonvoting chairperson. If the associate provost is not available to serve, the administration will appoint a substitute mutually acceptable to the student and the Association of Pennsylvania State College and University Faculties (APSCUF).
- B. A faculty dean not involved in

the appeals process. A substitute may be appointed as given in "A" above.

- C. Two faculty members. At the beginning of each academic year, the Office of the Associate Provost shall randomly select two full-time faculty from each academic department in order to constitute the pool. Two faculty members from different departments will be randomly selected from this pool for each Appeals Board.
- D. Two undergraduate students or, if appropriate, two graduate students appointed by the president of the Student Government Association (SGA).
2. Attendance
  - A. The faculty member involved may be assisted by an adviser, an APSCUF representative, or the chairperson of the department in which the problem originated.
  - B. The student involved may be assisted by an adviser. The adviser may be another student, an administrator, or a faculty member.
  - C. Such witnesses as are called on behalf of either the faculty member or the student.
  - D. Resource persons or expert witnesses called at the request of the board. In the event that the decision making involves knowledge of the discipline, the board shall be required to utilize at least one resource person from the discipline, an expert adviser(s) to aid them in their decision making.
3. Procedure
  - A. Preparation for the Hearing — All parties must be informed of the complaint in writing by the chairperson of the Grade Appeals Board (hereafter referred to as "chairperson"), normally within five class days after the receipt of the complaint. Copies of documents and correspondence filed with respect to the complaint shall be provided to the interested parties through the chairperson. Thereafter, neither new evidence nor new charges shall be introduced before the board. The chairperson shall notify in writing the interested parties of the exact time and place of the hearing and shall provide existing University and/or Commonwealth policies

- relevant to the appeal at least five class days before the beginning of the proceedings. Throughout these proceedings, the burden of proof rests upon the person bringing the appeal.
- B. Hearing Procedure — During the hearing, both the faculty member and the student shall be accorded ample time for statements, testimony of witnesses, and presentation of documents.
- C. Decision of the Appeals Board
1. The Grade Appeals Board shall deliberate in executive session and render a decision by majority vote within three days of the close of the hearing. The chairperson may participate in these deliberations but not vote.
  2. The chairperson shall notify, in writing, the student, the faculty member, and the department in which the course in question is located of the decision within three class days of the board's final action. The notification shall include the basis upon which the decision was reached.
  4. Other
    - A. A written statement of the decision and relevant materials shall be placed in the student's academic file.
    - B. A written statement of the decision and relevant materials shall be placed in the faculty member's file subject to the provisions of official commonwealth policy governing personnel files.
- Notes**
1. Both faculty member and student are entitled to the right of challenge for cause of any member of the department committee (if used) and the Grade Appeals Board except the chairperson. In the case of challenge at the Appeals Board level, the chairperson shall adjudicate the challenge. One challenge at each level is permitted.
  2. A "class day" is defined as any day when classes are officially in session at West Chester University.
  3. If the course in which the grade dispute occurred is offered under the auspices of a unit of the University other than an academic department, the program director/coordinator, head of that unit, and/or the department chairperson will function in Step 2 of the procedure. In Step 3, the appeal should then be made to the associate provost rather than the dean of the college/school.
  4. If the professor is not on contract or in residence on the campus, he or she shall have the right to defer the procedure until his or her return. Similarly, if the procedure would normally occur during the summer and the student is not enrolled in any summer session, the procedure may be deferred until the fall semester at the student's request.
- ### Obtaining Transcripts
- Transcripts of work taken at West Chester University may be obtained from the Office of the Registrar. A check or money order, payable to West Chester University, must accompany a written request that should include the period of attendance at the University, degree status, the curriculum pursued, Social Security number, and any change of name during enrollment. For a description of the transcript fee, see "Fees and Expenses."
- ### Changes in Name or Address
- Students should immediately notify the Office of the Registrar, the Office of Graduate Studies and Sponsored Research, and their department of any change of address or change in name.
- ### The Comprehensive (Area of Specialization Examination)
- A comprehensive examination covers the student's major field and is constructed, administered, and evaluated by the faculty of the student's major department or program. Candidates must apply for the examination with the department. They are not eligible to take the examination prior to the semester in which all courses in the major discipline are completed.
- ### Other Examinations
- Other examinations may be required of degree students. All requirements given under the heading of the particular program should be carefully noted.
- ### Research Requirements
- Students should consult specific programs to determine whether independent study directed toward either the thesis or a research report is required, offered optionally, or omitted.
- ### Application for Graduation
- Each candidate for a master's degree must submit the following items to the Office of Graduate Studies and Sponsored Research: (1) a form indicating intent to graduate, with a copy to the chairperson of the candidate's department; (2) a check for \$30 made payable to the Commencement Fund; (3) a Commencement Fund Invoice Form; (4) a Cap and Gown Order Form; and (5) a Public Relations News Release Form. All of these forms are available in a packet from the Office of Graduate Studies and Sponsored Research. Deadline dates for applying to graduate are: May graduation — February 1; August graduation — June 1; December graduation — October 1.
- ### Submitting the Thesis for Binding
- After approval by the department, theses must be typed in accordance with specifications that may be obtained from departmental offices or the Office of Graduate Studies and Sponsored Research. After the dean of graduate studies and sponsored research has approved the thesis, the student is responsible for transmitting all required copies to the library for binding.
- ### Second Master's Degree
- Students wishing to obtain a second master's degree from West Chester University must meet all academic requirements set by the Office of Graduate Studies and the department concerned, and must earn a minimum of 24 credits beyond the hours applied toward the first master's. All new credits and additional departmental academic requirements must have been completed within a six-year period preceding the awarding of the second degree.
- ### Graduates Seeking Initial Teaching Certification
- College graduates who wish to obtain initial teaching certification (Instructional I) should contact the Office of Certification, Recitation 201A.
- ### Permanent Teaching Certification
- The Instructional II (Permanent) Certificate is a permanent certificate issued to an applicant who has completed three years of satisfactory teaching on an Instructional I Certificate, attested to by the superintendent of the school district

in which his or her most recent service was performed, or, in the case of an intermediate unit, the executive director, or in the case of an approved nonpublic school, the chief school administrator. In addition, the applicant must complete 24 semester hours of collegiate study at an approved four-year institution after receiving a baccalaureate degree.

**IN-SERVICE PROGRAMS** — The 24-semester-hour requirement may be satisfied, in whole or in part, through in-service programs approved by the Secretary of Education of the Commonwealth.

### Educational Specialist Certification

Commonwealth regulations also provide for certification as an educational specialist to those persons who successfully complete an approved program of study and have the recommendation of the training institution. The Educational Specialist Certificate is issued on two levels.

**Educational Specialist I (Provisional)** The Educational Specialist I Certificate is issued for entry into a professional position in the schools of the Commonwealth. The applicant must have completed an approved program of study, possess a baccalaureate degree, and been recommended for certification by the preparing institution.

**Educational Specialist II (Permanent)**

The Educational Specialist II Certificate is a permanent certificate issued to an applicant who has completed three years of satisfactory service on an Educational Specialist I Certificate, and who has completed 24 semester hours of postbaccalaureate or graduate study at a regionally approved institution. In addition, the applicant must have received the recommendation of the superintendent of the school district in which his or her most recent service was performed, or in the case of an intermediate unit, the executive director, or in the case of an approved nonpublic school, the chief school administrator.

On June 1, 1987, the Pennsylvania State Board of Education implemented revisions to the Pennsylvania Code. These revisions require all students who apply for Pennsylvania teaching certificates to pass state competency tests in basic skills, general knowledge, professional knowledge, and specific knowledge of the subjects in which they seek teacher certification.

As changes are made in requirements for all certification programs, it is the student's responsibility to satisfy the new requirements.

### Professional Certification

Several departments and programs, in addition to offering degrees, offer professional certificates on completion

of a prescribed course of study. Consult the individual department or program listings regarding offerings.

### Directory Information

The Family Educational Rights and Privacy Act defines the term "directory information" to include the following categories of information: the student's name, addresses, telephone numbers, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent educational agency or institution attended by the student. The University will limit information that is made public to categories such as these but will not necessarily publish all such information in every listing.

Students who do not wish to have any or all of such "directory information" published without their prior consent must file notice — undergraduates in the Office of the Registrar, and graduate students in the Office of Graduate Studies and Sponsored Research and in the Office of the Registrar. A signed, dated statement specifying items not to be published must be brought by the student to the appropriate office within the first 15 calendar days after the beginning of the fall semester.

# University Services and Student Living

### Francis Harvey Green Library

The Francis Harvey Green Library offers the graduate student an excellent environment for study and research. Housed in a modern, six-floor complex, the library provides a variety of services and facilities in support of graduate research and study.

The general collection of 500,000 volumes and nearly 2,800 periodicals is augmented by an extensive micromedia collection of more than 350,000 volumes, including books, periodicals, newspapers, doctoral dissertations, maps, and an extensive collection of government publications. The total resources of over 850,000 volumes compare favorably with other major public and private research libraries in

the West Chester area. The special collections include the Chester County Collection of Scientific and Historical Books; the Normal Collection (publications by faculty and alumni); the Ehinger Collection (a collection of historical books on physical education); the Biographies of the Signers of the Declaration of Independence by John Sanderson; and the Shakespeare Folios. Also worthy of note are the collections of children's literature, instructional media and music, and the Philips collection of autographed books.

The University library, through its staff of 13 professional librarians, provides the services required by students and faculty working in all areas covered by the University's instructional programs. Among the many services are

reference, computerized on-line literature searching, interlibrary loan, and photoduplication. Use of the library is enhanced by an online catalog, automated circulation system, and a computerized network of indexes and abstracts on CD-ROM.

### Housing

West Chester provides housing facilities for its graduate students on a limited basis for the regular school year and all summer sessions. Graduate students may be housed either in a designated section of a 24-hour quiet hour undergraduate residence hall or in selected units of the new South Campus apartment complex. Students in the undergraduate halls must be on the University meal plan; apartment resi-

### University Policy for Storm Closings

When storm conditions affect the operation of the University, announcements are made over local radio and TV stations via a system of code numbers keyed to affected schools. Prefixes indicate whether the school will be closed or open later than usual. West Chester's numbers and applicable prefixes are:

853—University Number; this number with no prefix indicates classes will be cancelled for the day.

2853—Evening classes will be cancelled.

5853—School will open one hour late.

6853—School will open two hours late.

On Tuesday or Thursday, either a two-hour delay or class cancellation will be called. Two-hour delays on these days will mean that 8 a.m. classes are cancelled and the class normally starting at 9:30 a.m. will start at 10 a.m. and continue to 11 a.m.

On Monday, Wednesday, or Friday, a one-hour delay means that the 8 a.m. class is cancelled. A two-hour delay means that both the 8 a.m. and 9 a.m. classes are cancelled.

dents have the option of any meal plan offered or no plan at all. Undergraduate hall rooms are all double occupancy; apartments are designed for five occupants in combinations of doubles and singles. Graduate students are expected to abide by all regulations appropriate to their living arrangements. Upon acceptance to graduate school, students may contact the Office of Residence Life and Housing for additional information and applications for on-campus housing.

For assistance in locating a dwelling or apartment off campus, students may contact the Office of Off-Campus and Commuter Life.

Both the Office of Residence Life and Housing and the Office of Off-Campus and Commuter Life are located in 206 Sykes Union Building, Rosedale Ave., 215-436-3305.

### Off-Campus and Commuter Life

The Office of Off-Campus and Commuter Life (OCCL) is committed to meeting the diverse needs of off-campus and commuting students. The responsibilities of the office include the Off-Campus Housing Service, advising the Off-Campus Student Association, and serving as a community resource agent for the University and local government in all areas related to off-campus and commuting students.

Additional services provided to off-campus students by OCCL include landlord/tenant legal aid information and development of long-range plans and research on the profile and needs of off-campus students.

The Office of Off-Campus and Commuter Life is located in 206 Sykes Union, 436-3305.

### Off-Campus Housing

Students who choose to live in the community must secure their own living

accommodations. The Office of Off-Campus and Commuter Life will assist students in finding housing by providing a variety of materials such as an up-to-date listing of available housing and an apartment complex guide. As available student rental units in the West Chester area are at a premium, it is recommended that students interested in this type of living situation begin their housing search as far in advance as possible.

### Student Health Services

Two full-time physicians, a nurse practitioner, and five registered nurses are available to meet emergency and first-aid needs, and to perform routine treatment of minor illnesses and minor surgical conditions. The University does not furnish other medical care or bear the costs of medical or surgical treatment or hospitalization. The community of West Chester has qualified physicians and excellent facilities at the Chester County Hospital.

Student Health Services is located in Ramsey Hall lower level and is open Monday through Friday from 8 a.m. until midnight, and Saturday from 10 a.m. to 6 p.m. Any emergencies during the night and on Sundays must be treated at the Chester County Hospital Emergency Room. The Health Service phone number is 436-2509.

Graduate students, their spouses, and dependents may take advantage of a group medical illness and accident insurance policy approved by the University. Under the same group plan, there is a separate summer policy. See the Student Health Service for information and brochures.

Faculty and staff are treated for emergencies only.

### Information Services

Information Services provides computing resources for a wide variety of

users, both academic and administrative. Many of the University's administrative functions, such as registration, grade reporting, and billing depend heavily on the campus-wide transaction processing system, which provides centralized access to University data from workstations located throughout the campus.

More importantly, computing is a vital instructional and research tool. Information Services offers students and faculty a wide range of computing resources, including a mainframe, microcomputers, printers, plotters, graphics workstations, digitizers, and optical scanners. Many of these facilities are available at various campus locations, but the Academic Computing Center on the third floor of F.H. Green Library serves as a focal point of instructional computing activity. A valid WCU ID card is required to use the Academic Computing Center. (For further information, contact the Academic Computing Center at 215-436-3349.) Computing facilities throughout the campus are joined by the Mainframe Network and the Information Services Network. The Mainframe Network provides medium-speed access to computers from workstations on campus. Off-campus users can also access computing resources through modem facilities connected to this network. The Mainframe Network provides electronic mail capabilities for all campus workstations, connection to PREPnet/Internet, Bitnet, and access to the University's main library catalogs.

The Information Services Network (ISN) provides high-speed access to software applications (programming languages, spreadsheets, word processors, faculty-developed programs, etc.) and electronic communications capabilities to workstations. This network and its facilities will be undergoing expansion during the '93-'94 year. Student laboratory facilities are available in the

Academic Computing Center and in each of the eight residence halls. Students interested in acquiring a working knowledge of several commonly used software packages are encouraged to enroll in the introductory computing course, CSC501, offered by the Department of Mathematics and Computer Science.

Major hardware facilities include an IBM 4381 mainframe, numerous Banyan/Vines file servers, and IBM, MacIntosh, Apple, Zenith, NeXT, and DEC workstations. Letter-quality laser printers are also available for student use.

Information Services is located in 107 Elsie O. Bull Center, 215-436-2828.

### **Bookstore**

The Student Services, Inc. Bookstore, located on the ground floor of Sykes Union Building, stocks required textbooks and supply items connected with academic programs of the University. In addition to required course materials, the bookstore offers a wide variety of merchandise including computers, clothing, health and beauty items, cards, gifts, and reference and leisure reading materials.

Qualifying students may apply for an SSI Bookstore Charge in Room 211, Sykes Union Building. Payment can also be made using Visa, MasterCard, MAC, or by a personal check accompanied by a valid ID.

#### **Store hours:**

Mon.-Thurs.-Fri. 8:15 a.m.-4:15 p.m.  
Tues.-Wed. 8:15 a.m.-6:00 p.m.

Extended hours are provided at the beginning of each semester.

### **Career Development Center**

The University provides career planning and placement services for its students and graduates.

The Career Development Center's library provides information about careers, federal and state government positions, application forms, procedures, and job requirements.

The center also maintains listings of job vacancies in business, education, and industry.

The services available to graduate students include credential file development; career counseling; resume referral; and an on-campus interview program, which includes interviews arranged by the Career Development Center; and the use of private facilities

for on-campus interviews arranged by the applicant. A fee is charged for the development and service of a credentials file.

The Career Development Center is located in Room 106 Lawrence Center, 215-436-2501.

### **Minority Affairs**

The Office of Minority Affairs is dedicated to the development of multicultural sensitivity, understanding, and appreciation of diversity among students. The office develops and implements comprehensive programs aimed at addressing the needs and concerns of the minority student. It also serves as a consultant to other University offices regarding minority students and aids in projects focused on improving the general campus climate for minorities.

### **Public Safety**

West Chester University is concerned about the safety and welfare of all campus members and is committed to providing a safe and secure environment. Campus security is the responsibility of the University's Department of Public Safety, located in the Peoples Maintenance Building at the corner of Church Street and University Avenue.

Because no campus is isolated from crime, the University has developed a series of policies and procedures to ensure that every possible precautionary measure is taken to protect members of the University community while they are on campus.

A full explanation of the University's security policies and procedures, as well as additional pertinent information, appears in a publication called "Your Safety Is Our Concern," which is available from the Office of Graduate Studies and Sponsored Research.

### **Vehicle Registration**

All administrators, faculty, staff, eligible students, and visitors desiring to use designated parking lots must register their vehicles with the Department of Public Safety and purchase/obtain parking decals. Resident students with less than 63 credits and commuter students with less than 25 credits (as of September of the academic year in which they wish to register a vehicle) are ineligible to park on North Campus. The annual registration fee will be set by the president upon recommendation of the Parking Committee. For pur-

poses of this document, "annual" is defined as September 1 until August 31 of the following year. Specific registration procedures will be announced yearly.

A valid, nonsuspended operator's license and vehicle registration card(s) must be presented at the time the vehicle is registered. Any change in the vehicle registration number must be reported to the Department of Public Safety immediately.

When you receive your decal, place it in your vehicle immediately. Instructions on placement are on the reverse side of the decal.

### **Speech and Hearing Clinic**

The Speech and Hearing Clinic, located at 201 Carter Drive, is operated by the Department of Communicative Disorders as a teaching-training facility for its undergraduate and graduate students. The clinic provides diagnostic and therapeutic services for persons with speech, language, and hearing problems. These services are provided free of charge to West Chester University students, faculty, and staff, and to students enrolled at Cheyney University. A fee is charged to others who wish to use the services of the clinic.

### **Sykes Union Building**

The Earl F. Sykes Union Building was opened in 1975 as the community center for West Chester University. Sykes Union, a "home away from home," offers a wide range of cultural, social, educational, and recreational programs and services. Students, faculty, staff, alumni, and community residents are welcome guests in Sykes.

Sykes Union houses the campus bookstore; Ram's Head Deli; meeting rooms; student club offices; a game-room with video, pool, candy and balloon sales; and a duplicating service. Study lounges, the *Quad* campus newspaper, WCUR AM radio, Student Services, Inc., and the Office for Student Development are also located in the building. The Information Center in the main lobby serves as a central information service on campus.

Sykes Union is open seven days a week. It is located on Rosedale Avenue, 436-2984.

### **Women's Center**

The Women's Center addresses the special concerns of the increasing number of women students who enter

West Chester University from high school or who return to school after time at home or in the job world. Located in Lawrence Center, the Women's Center provides a lounge area for conversation, study, peer advising, and special interest programs (lectures, films, etc.). For more information call 215-436-2122.

### Children's Center

The Children's Center for the children of West Chester University students and employees is located in McCarthy Hall. The children participate in educational and developmental programs while their parents are in class or at work. The center is licensed by the Commonwealth of Pennsylvania, and all required registration materials must be completed prior to enrollment in the center. The center offers reduced rates to students and multiple child discounts. For more information, contact the Children's Center at 436-2388.

### Graduate Student Association

The Graduate Student Association (GSA) is the student government of all persons enrolled in graduate programs. The primary objective of GSA is to promote the overall well-being of graduate students at West Chester University. All graduate students are members of the association by virtue of their graduate status. The GSA office is located in Room 229 Sykes Union.

### Black Student Union

The Black Student Union, which was formed in 1971, is dedicated to the creation of a culturally meaningful atmosphere for black students at West Chester University. Black Student Union membership is open to all West Chester students, faculty, and staff—regardless of race, color, or creed—who have a concern for black social, political, cultural, and economic causes.

A major purpose of the organization is to broaden and enhance the academic and social life for black students at the University. The union's democratically structured constitution provides for an executive board, elected by the membership. The Black Student Union Office is located in Room 231 Sykes Union Building.

### Institute for Women

The Institute for Women is an independent group designed to represent the

interests of women on the campus. It serves as the parent organization for the Women's Center, the Women's Studies Program, and the Title IX and Sex Discrimination Board. The institute is headed by a director and a board of directors.

The institute sponsors a number of activities to enhance the self-esteem and career success of women at the University: the Woman-in-Residence Program, Grace Cochran Research on Women Award, Visiting Professor Program, Graduate Grant, and Endowed Book Fund. The institute prepares periodic reports on the status of women at the University and also secures Charlotte W. Newcombe Scholarship Grants for mature second-career women. The Institute for Women is located in 211 Main Hall. For more information call 215-436-2464/2122.

### Veterans Affairs

Under the provisions of Title 38, West Chester University is an accredited university for the education of veterans. The University cooperates with the Veterans Administration to see that honorably separated or discharged veterans receive every consideration consistent with either degree or nondegree admission standards.

All veterans, certain dependents of disabled or deceased veterans, and war orphans who wish to obtain educational benefits under the appropriate public laws must register with the Veterans Affairs Office at initial registration. Veterans must renew their registration with this office at the beginning of each subsequent semester and each summer session. The Veterans Administration requires students who are veterans to schedule at least nine credits per semester in order to receive full benefits under the G.I. Bill.

A representative of the Veterans Administration is in the Financial Aid Office in the Elsie O. Bull Center, Room 138, to counsel and act as a liaison between students and the Veterans Affairs Office in financial and other matters.

### Honor Societies

The University participates in sponsoring an active chapter of Phi Delta Kappa, the international graduate honor society. Membership in the West Chester chapter, which was organized in 1956, is by invitation and recognizes scholarship in all fields of study.

Graduate students are eligible to participate in the activities of the undergraduate honor societies at West Chester University if they are members. These organizations are Alpha Epsilon, Alpha Kappa Delta, Alpha Lambda Delta, Alpha Mu Gamma, Alpha Psi Omega, Eta Sigma Gamma, Gamma Theta Upsilon, Kappa Delta Pi, Pi Gamma Mu, Phi Kappa Delta, Pi Kappa Delta, Pi Kappa Lambda, Pi Mu Epsilon, Phi Alpha Theta, Phi Delta Kappa, Phi Epsilon Kappa, Phi Mu Alpha Sinfonia, Phi Sigma Tau, Psi Chi, Sigma Alpha Iota, and Sigma Tau Delta.

### The Student Activities Council

The Student Activities Council (SAC) is one of the major programming organizations at West Chester University. Totally funded and voluntarily run by students, SAC creates and coordinates many of the activities and events on campus. By utilizing students' talents and energies, SAC strives to present a wide variety of programs that meet the needs and interests of the West Chester community. SAC is composed of six committees and an Executive Board, which presents programs in the areas of concerts, comedy, films, coffeehouse, lunchtime entertainment, and novelty. SAC also plays a major role in the planning and implementation of special events such as Welcome Week, Homecoming, and Spring Weekend. Membership is open to all students at all times. The Student Activities Council is located in 231 Sykes Union, 436-2336.

### Recreational Services

The Office of Recreational Services provides leisure activities for the University community. Recognizing that the needs of individuals differ, activities are provided in four program areas:

The *Intramurals Program* affords students the opportunity to participate in individual and/or group competitive experiences. The Intramurals Program seeks to promote health and encourage the wise use of leisure time. The program is designed for those students who do not have the time, desire, or ability to take part in intercollegiate athletics. Students can select from more than 20 individual and team sports. Participation is open to all students, regardless of ability.

Students who enjoy organized sports other than varsity teams can participate

in the *Sports Club Program*, designed for highly experienced players and for those merely interested in learning a new sport to have fun or to increase their skills. Joining a club provides opportunities for instruction, coaching, socialization, and fun. Physical education majors receive a sports credit through participation in a club program. West Chester University sponsors the following clubs: fencing, ice hockey, karate, men's and women's rugby, skiing, men's volleyball, water polo, and equestrian.

*Outdoor recreation opportunities* are conducted through the Outdoor Resource Center. Canoeing, bicycle touring, rafting, caving, backpacking, and summer/winter camping are among the many activities offered through the Outdoor Resource Center for both novices and seasoned outdoor adventurers.

*Open recreation* provides students who are not interested in participating in formal recreation activities use of facilities for free play. In addition, weight room hours are scheduled in three separate weight rooms on campus. Special events, including an extensive aerobics program, are conducted throughout the year and are open to the University community.

The Office of Recreational Services is located in Ehinger Gymnasium, 215-436-2133/2131.

## Counseling and Psychological Services Department

The Counseling and Psychological Services Department, housed in the Counseling Center, is located on the second floor of Lawrence Center. The Counseling Center provides counseling

services to all undergraduate and graduate students at West Chester University. The CPS faculty includes licensed psychologists who are experienced in working with college students. Students may discuss their concerns, feelings, hopes, and interests freely and in strict confidence.

### COUNSELING SERVICES

Since the Counseling Center provides services for a wide range of concerns, each student's experience will be tailored to his or her request. Students may want to clarify their vocational or educational choices, improve their interpersonal skills, or resolve personal conflicts. Their choice of approach could include one or more of the following counseling center services:

1. *Individual vocational counseling* consists of a one-to-one counseling experience that focuses on the student's choice of major and vocation. Vocational choice is most solid when it is the outgrowth of understanding one's self. Such understanding requires time and thought and involves the student's identifying his or her own style, values, interests, and abilities. Psychological testing, as well as discussion, often enhances self understanding.
2. *Individual counseling for personal problem solving* consists of a one-to-one counseling experience where the focus is on resolving personal conflicts and conflicts with others, and on improving the student's expertise at making personally meaningful choices. It may also help some people avoid making decisions that may restrict their personal growth and undermine their well-being.
3. *Group counseling* consists of a small group of peers with one or more counselors. Such groups usually meet once each week to provide group members with constructive learning about themselves. Groups often have a specific focus. Past groups have focused on:
  - Elimination of self-defeating behavior
  - Assertiveness training
  - Anxiety management
  - Test anxiety reduction
  - Eating disorders
  - Career exploration
  - Procrastination – how to avoid it
4. *Testing* – Information from psychological tests can be useful in increasing self understanding and can often assist in the process of vocational and educational decision making. Faculty members of the Counseling and Psychological Services Department are trained in the administration and interpretation of psychological tests. The student and his or her counselor can decide whether testing might be helpful. Arrangements can also be made at the Counseling Center for taking the Graduate Record Exam, Graduate Management Admissions Test, and the Miller Analogies Test – three graduate school admissions tests.
5. *Consultation Services* – Faculty members in the Counseling Center also are available to consult with staff and faculty members of the college community. They can assist with crises, program planning, group and interpersonal communications, and referral to other agencies.

# Programs of Study and Course Offerings

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## Guide to the Catalog

The arrangement of course offerings is alphabetical by either department or program of study.

Students may obtain a typical sequence of courses for any program from the office specified in this catalog.

Please note that all courses, course descriptions, course sequences, and course substitutions are subject to change. Current information is available from the appropriate department chair, graduate coordinator, or program adviser.

For a guide to course prefixes, see page 89.

# Structure of the University

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## COLLEGE OF ARTS AND SCIENCES

Richard H. Wells, *Dean*

Anthropology and Sociology	Geology and Astronomy
Art	History
Biology	Mathematics and Computer Science
Chemistry	Philosophy
Communication Studies	Physics
English	Psychology
Foreign Languages	Theatre Arts

## SCHOOL OF EDUCATION

Michael L. Hanes, *Dean*

Childhood Studies and Reading	Instructional Media
Counselor, Secondary, and Professional Education	Special Education

## SCHOOL OF HEALTH SCIENCES

Roger W. Mustalish, *Interim Dean*

Communicative Disorders	Physical Education
Health	Sports Medicine
Nursing	

## SCHOOL OF MUSIC

Sterling E. Murray, *Interim Dean*

Instrumental Music	Music Theory and Composition
Keyboard Music	
Music Education	Vocal and Choral Music
Music History and Literature	

## SCHOOL OF BUSINESS AND PUBLIC AFFAIRS

Christopher R. Fiorentino, *Interim Dean*

Accounting	Management
Criminal Justice	Marketing
Economics	Political Science
Geography and Planning	Social Work

## Accounting – See Business

### Administration

105 Ruby Jones Hall  
West Chester University  
West Chester, Pennsylvania 19383  
(215) 436-2438

Dr. James S. Milne, *Program Director*

#### CONCENTRATION ADVISERS

Dr. Gopal Sankaran, *Health Services Administration  
Long-Term Care*

Dr. Arlene C. Rengert, *Leadership for Women*

Dr. Louis Weislogel, *Individualized*

Dr. Arvid Bloom, *Psychology/Personnel Administration  
Training and Development*

Mr. A. Wayne Burton, *Public Administration*

Dr. David I. Siegel, *Social Work*

Dr. Kent Todd, *Sport and Athletic Administration*

Mr. F. Robert Bielski, *Urban and Regional Planning*

#### Program of Study

The Departments of Geography (Urban and Regional Planning), Health, Physical Education, Political Science (Public Administration), Psychology, and History (Leadership for Women) offer programs leading to a Master of Science in Administration (M.S.A.) with areas of concentration in Health Services Administration, Long-Term Care, Leadership for Women, Individualized, Psychology/Personnel Administration, Training and Development, Public Administration, Sport and Athletic Administration, and Urban and Regional Planning.

The degree is designed for persons with work-related experience desiring to enhance their administrative skills at the supervisory and mid-management levels. It is recommended that applicants have a minimum of three years' full-time work experience prior to matriculation. Those persons who lack the requisite work experience and/or plan to change careers need to incorporate relevant internships and other job experiences into their programs, which may require program enrollment beyond the minimum requirements stipulated in this catalog.

Undergraduate, prerequisite requirements might be necessary for applicants without adequate preparation in the area of intended concentration.

#### MASTER OF SCIENCE IN ADMINISTRATION

(36–42 semester hours)

The program consists of an 18-hour administrative core of courses plus 18–24 semester hours of courses in a selected concentration area as follows:

1. Administrative Core (Required): ADM 501, 502, 503, 504, 505, and either 506 or 507
2. Area of Concentration\*
  - a. Health Services Administration (See page 59.)
  - b. Leadership for Women (See pages 64–65.)
  - c. Public Administration (See page 82.)

\*Refer to departmental listings for concentration course descriptions.

- d. Psychology/Personnel Administration (See page 84.)
- e. Sport and Athletic Administration (See pages 79–80.)
- f. Urban and Regional Planning (See pages 55–56.)
- g. Long-Term Care (See page 59.)
- h. Training and Development (See page 26.)
- i. Individualized (See pages 26–27.)

#### Certificate in Administration

Persons who wish to fulfill only the Administrative Core may do so and receive a Certificate in Administration. Those interested in this option must meet the same admission criteria as full degree students; persons with previously earned master's degrees can most benefit from this option.

Degree students may also receive the certificate after completion of the administrative core requirements.

To be eligible for the certificate, students must have completed each required Administration (ADM) core course with a minimum grade of "B." Application forms are available at the M.S.A. Office and must be submitted to the M.S.A. director for processing. This procedure is independent of the graduation process.

#### Admission

Applicants must submit official undergraduate transcripts denoting receipt of bachelor's degree and majors from all undergraduate institutions attended; scores from the Miller Analogies Test, Graduate Record Examination or Graduate Management Admissions Test\*\*; an essay with a clear focus on career plans; and two letters of reference from professional supervisors that address the applicant's administrative potential. All application materials are to be submitted to the Office of Graduate Studies and labeled: "Attention, M.S.A. Application of (student's name)." After these materials have been received by the Office of Graduate Studies, the M.S.A. director will schedule an admissions interview with the applicant.

#### Deadline for Applications

Normally, the application process must be completed and admission granted prior to course enrollment for the fall or spring semester. The deadline for applying for the fall semester is April 15, and the deadline for the spring semester is October 15. With the approval of the M.S.A. director, late applicants may register for one semester of course work, pending completion of the admission requirements. The M.S.A. program does not permit students to remain in nondegree status. All applications must be submitted on the approved WCU Graduate Application forms available from the Office of Graduate Studies.

#### Comprehensive Examination

No comprehensive examination is required for the administrative core. However, in lieu of the examination, each of the six administrative core courses must be completed with a grade of at least "B."

Selected concentrations in the M.S. in Administration program do require comprehensive examinations. Students are obligated to comply with concentration comprehensive examination policies in effect on the date of their admission to the program. Students must clarify the requirements for their programs with the appropriate concentration adviser.

\*\*Diagnostic test scores are not required for persons who have already been awarded a master's degree.

**COURSE DESCRIPTIONS****ADMINISTRATION**

Symbol: ADM

**501 Administrative Theory and Environment** (3) Organizational theory and practice in public and private institutions. Legal framework for administration, application of public policy, sociolegal issues, and values of society considered.

**502 Computers for Managers** (3) Quantitative applications in administration. Computer as a management tool. Computer basics and management information systems.

**503 Accounting/Budgeting** (3) A study of accounting principles and procedures

for both profit and nonprofit organizations. Emphasis is on the concepts and effects of accounting policies and procedures with which the administrator will normally come into contact.

**504 Communication for Administrators** (3) Development of communication skills for the effective writing of letters, memos, reports, and proposals. Structuring and conducting meetings and presentations.

**505 Organizing Human Resources** (3) Administrative models and concepts of human behavior in formal organizations and decision processes. Personnel administration. Effective selection, use, and development of human re-

sources for the total organization. Affirmative action and equal opportunity.

**506 Budgetary Process** (3) Budget forecasting and implementation. Analysis, planning, and control of sources and allocation of funds. Measurement and control mechanisms such as Program Planning Budgeting System (PPBS), Zero-Base Budgeting (ZBB), and Management by Objective (MBO) emphasized.

**507 Liability for Managers** (3) Study of the law of civil and criminal liability of managers in the profit and not-for-profit sections. Review of the law of defense and liability protection for individual and organization. Facility safety and health liability, personnel law emphasized.

## Training and Development

Dr. Arvid Bloom, *Program Concentration Adviser*  
Dr. Milne, *Director, Master of Science in Administration*

Training and Development is a concentration within the Master of Science in Administration program. The thrust of this concentration is to prepare training and development supervisors who, in turn, will develop and coordinate in-house programs/staff development services for line managers.

**CURRICULUM****1. Administration Core**

18 semester hours

## A. Must take all 15 credits:

- ADM 501 Administrative Theory and Environment (3)
- ADM 502 Computers for Managers (3)
- ADM 503 Accounting/Budgeting (3)
- ADM 504 Communication for Administrators (3)
- ADM 505 Organizing Human Resources (3)

## B. Must select three credits:

- ADM 506 Budgetary Process (3)
- ADM 507 Liability for Managers (3)

**2. Training and Development Core** 18 semester hours

## A. Must take all 12 credits:

- PSY 563 Performance Analysis (3)
- PSY 567 Training and Psychology (3)
- COM 503 Communication and Persuasive Influence (3)
- COM 506 Communication in Small Groups (3)

## B. Must select six credits chosen under advisement

## C. Internship (3–6 credits):

- ADM 612 Internship (3–6 credits)
- (Required only for students who lack appropriate experience)

**3. NOTE:** Combined with an administration core of 18 required credits, the M.S.A./Training and Development concentration would require a minimum of 36 credit hours, exclusive of internship.**CORE COURSE DESCRIPTIONS****PSYCHOLOGY**

Symbol: PSY

**563 Performance Analysis** (3) An accomplishment-based approach to the analysis of human performance. Topics include measurement and analysis of performance opportunities, and strategies for improving performance.

**567 Training and Psychology** (3) An overview of the training process in organizations. Topics range from needs analysis to evaluation of training programs.

**COMMUNICATION STUDIES**

Symbol: COM

**503 Communication and Persuasive Influence** (3) An analysis of major conceptual approaches

to persuasion and their implications for understanding influence contexts and designing pragmatic strategies.

**506 Communication in Small Groups** (3) An examination of traditional and contemporary research that pertains to various dimensions of small group communication including, but not limited to, the following topics: structure, size, tasks, goals, roles, systems, and leadership.

## Master of Science in Administration Individualized Concentration

Dr. Weislogel, *Program Concentration Adviser*  
Dr. Milne, *M.S.A. Director*

This concentration is designed for those persons who have achieved a high level of career success in their chosen fields. Those admitted will have evidenced significant career mobility and will be enhancing their knowledge base by enrolling in an individually developed set of courses after it has been proposed and approved by the concentration adviser and a contractual agreement developed.

**CURRICULUM****1. Administration Core**

18 semester hours

## A. Must take all 15 credits:

- ADM 501 Administrative Theory and Environment (3)
- ADM 502 Computers for Managers (3)
- ADM 503 Accounting/Budgeting (3)
- ADM 504 Communication for Administrators (3)
- ADM 505 Organizing Human Resources (3)

## B. Must select three credits:

- ADM 506 Budgetary Process (3)
- ADM 507 Liability for Managers (3)

2. Individualized Core	18 semester hours	
A. Required (3 credits)		to the 15 credit hours of electives for such students.
ADM 600 Research Report		Internships are not required for students with sufficient management experience, but these students may enroll for relevant internships as part of the 15-hour elective credit requirement, provided the work requirements of such are different from enhancements of the person's normal work assignments (i.e., students cannot earn internship credit by performing their normal work responsibilities).
To encompass career goal theme (3)		
B. Electives (15 credits)		The M.S.A./Individualized internship arrangement/requirements are to be confirmed in writing either by the concentration adviser or the M.S.A. director.
Subject to advisement/acceptance of an approved personal program proposal. Courses to be approved from among 500-600 level WCU graduate courses designed to fulfill the personal program proposal as approved.		
C. Internship (3-6 credits)		
Required for students without sufficient, relevant administrative experience. Internships are in addition		

## Anthropology and Sociology

101C Old Library Building  
West Chester University  
West Chester, PA 19383  
(215) 436-2556

Dr. Shaffer, *Chairperson*

### PROFESSORS

Marshall J. Becker, Ph.D., *University of Pennsylvania*  
Harvey C. Greisman, Ph.D., *Syracuse University*  
Nelson W. Keith, Ph.D., *Rutgers – The State University*  
Leigh Shaffer, Ph.D., *Pennsylvania State University*  
Paul A. Stoller, Ph.D., *University of Texas*

### ASSOCIATE PROFESSORS

Bonita Freeman-Whitthoft, Ph.D., *University of Pennsylvania*  
Patrick W. Luck, Ph.D., *University of Connecticut*  
Martin Murphy, A.M., *University of Michigan*

### ASSISTANT PROFESSORS

Helen A. Berger, Ph.D., *New York University*  
Jon A. Cowen, A.M., *University of Pennsylvania*  
Edmundo Morales, Ph.D., *City University of New York*

The Department of Anthropology and Sociology offers, on a limited basis, graduate courses in anthropology and sociology to graduate students from other areas as well as to advanced undergraduate majors and nonmajors.

### COURSE DESCRIPTIONS

#### ANTHROPOLOGY

Symbol: ANT

512 Ethnographic Studies (3) Intensive survey of a single culture area. Area for study announced in advance.

515 Problems in Anthropology (3) Perennial issues in anthropological explanation.

555 Proseminar in Urban Anthropology (3) Application of techniques of anthropological field investigation to the analysis of urban environments.

580 (also LIN 580) Language and Culture (3) See LIN 580.

595 Seminar in Anthropology (3) PREREQ: Permission of instructor.

599 Independent Studies in Anthropology (1-3) PREREQ: Approval of instructor and department chairperson.

#### SOCIOLOGY

Symbol: SOC

515 Mental Illness in Social Context (3) A sociological perspective on the cause and treatment of mental disorders, including a critical analysis of public policy on mental health services.

521 Youth and Delinquency (3) Juvenile delinquency as a form of social deviance; theories of causation and control.

531 Social Problems (3) Analysis of how things come to be defined as social problems.

532 History of Sociological Theory (3) Development of sociological thought.

533 American Minorities (3) Racial and ethnic group relations.

538 Crime and Justice (3) A sociological analysis of criminal law, crime statistics, causes

of crime, and the administration of criminal justice.

539 Deviance and Control (3) An advanced analysis of social deviance and control.

540 (also LIN 540) Sociolinguistics (3) See LIN 540.

543 The Sociology of Complex Organizations (3) The sociological analysis and study of complex organizations. PREREQ: Advanced undergraduate or graduate standing and at least six credits in sociology, including SOC 200 or its equivalent, or consent of instructor.

550 Seminar in Sociology (3) PREREQ: Permission of instructor.

590 Independent Studies in Sociology (1-3) PREREQ: Approval of instructor and department chairperson.

## Art

Mitchell Hall  
West Chester University  
West Chester, PA 19383  
(215) 436-2755

Mr. White, *Chairperson*

### PROFESSORS

Gus V. Sermas, M.F.A., *University of Wisconsin*  
Ruth I. Weidner, Ph.D., *University of Delaware*

### ASSOCIATE PROFESSORS

Victor Lasuchin, M.F.A., *University of Pennsylvania*  
Carolyn G. Simmendinger, M.F.A., *Tyler School of Fine Arts*

Linwood J. White, M.F.A., *University of Pennsylvania*

### ASSISTANT PROFESSORS

John Baker, B.A., *West Chester University*  
Richard E. Blake, B.F.A., *Tyler School of Fine Arts*  
Belle C. Hollon, M.F.A., *University of Wisconsin*  
Margaret Schiff, M.F.A., *Syracuse University*  
Mary C. Stieber, Ph.D., *Princeton University*  
Donna Usher, M.F.A., *University of Delaware*

The Department of Art offers, on a limited basis, graduate courses in art to graduate students from other areas.

### COURSE DESCRIPTIONS

#### ART HISTORY

Symbol: ARH

576 Primitive Art (3) Ritual and myth from prehistory to early Ancient Near East; contemporary primitive cultures; psychological and psychoanalytical interpretations; comparison with phenomenon of primitivistic interests of the West.

580 European and U.S. Art (3) For the student who is deficient in art history and wishes to augment his or her field (e.g., social studies, literature, philosophy). Analysis of the major forms and styles from Renaissance to present.

596 Introduction to Aesthetics (3) Introduction to the aesthetic theories and art forms in the context of social change, philosophy and sciences, creation, and the creative process.

597 History of Aesthetics and Art Criticism (3) Philosophical theories of art production from Ancient Greece through the 19th century.

Relationship of aesthetic experience to forms and to technical, psychological, and cultural values.

#### ART

Symbol: ART

516-517 Painting I-II (3) (3) Extensive experimentation in studio problems and directions. The strategies of technique and a personal style are explored. Each section of this course varies with the instructor.

520 Painting: Independent Projects (3) Individualized instruction at an advanced level. Development of professional, personal, and imaginative statements leading to formation of the student's pictorial identity.

521 Sculpture I (3) Introduction to sculpture via the fundamentals of 3-D design. Use of basic tools, development of skills, techniques, and processes in creating sculpture. Projects in plaster, clay, stone, and wood.

522 Sculpture II (3) Advanced problems in sculpture; continuing exploration of form, struc-

ture, and process. Use and maintenance of tools. Materials, their origins, and supply sources. Projects in clay, stone, wood, plastic, plaster, wire, and new materials.

525 Multi-Media Workshop in Sculpture III (3) Fabrication methods and techniques, using wood, plastic, and various metals.

531 Ceramics I (3) Ceramic techniques and aesthetics of clay, leading toward development of creative expression. Exercises in hand-built and wheel-thrown forms. Formulation of clay bodies, glaze bodies, and calculations; loading and kiln firing techniques. Also, basic exercises for elementary and secondary teaching levels.

532 Ceramics II (3) Further development of expression for those who have mastered basic ceramic processes. Research in clay bodies, glaze chemistry, firing techniques, and kiln construction. Creative problems.

533 Ceramics: Studio Problems (3) Individual projects involving the total or specialized areas of the ceramic process. Practical experience through helping to maintain the ceramic complex.

534 Ceramics: Independent Projects (3)

541 Printmaking: Relief, Independent Projects (3) Advanced study with individualized instruction. Collagraph, lino-cut, and woodcut techniques. Combining various printing processes with relief printmaking.

542 Printmaking: Silk-Screen, Independent Projects (3) Advanced study with individualized instruction. Technical and aesthetic possibilities including photo-stencil. Incorporation of silk-screen with other printmaking processes.

543 Printmaking: Intaglio, Independent Projects (3) Advanced study with individualized instruction. Relief etching and basic intaglio techniques for work on metal plates. Drypoint, straight line etch, soft and lift grounds, aquatint, and engraving. Combining various printing processes with intaglio printmaking.

544 Printmaking: Lithography, Independent Projects (3) Advanced study with individualized

instruction. Aluminum plate and stone lithography techniques. Combination of various printing processes with lithography.

546 Drawing: Independent Projects (3) Advanced study with individualized instruction. Emphasis on professional, personal, and imaginative statements leading to the student's iconographic identity.

547 Two-Dimensional Design: Independent Projects (3) Advanced study with individualized instruction. Design elements and analytical principles of organization. Emphasis on professional, personal, and creative statements leading to (formation of) professional employment.

549 Graphic Design: Independent Projects (3) Advanced study with individualized instruction. Developing means for solving communication problems of diverse character with emphasis on practical application. Projects are refined into portfolio presentations for professional employment.

551 Art Education in the Elementary School (3) Current trends in art education for the elementary school.

565 Crafts: Independent Projects (3) Projects involve varied media and their techniques and processes. Exploration of 2-D and 3-D crafts and their application in recreational and elementary school programs.

566 Crafts: Weaving I (3) Basic techniques of weaving are explored with emphasis on fabric design and craftsmanship.

567 Crafts: Weaving II (3) Provides opportunities for the weaver to further explore and develop skills as a designer. Emphasis is placed on the interrelationships between functional materials and design processes.

568 Crafts: Weaving III (3) To resolve advanced weaving problems in projects of an individual, creative nature leading to practical application.

590 Independent Studies in Art (1-3)

## Astronomy—See Geology and Astronomy

### Biology

211 Schmucker Science Center  
West Chester University  
West Chester, PA 19383  
(215) 436-2318

Dr. Potvin, Chairperson  
Dr. Fairchild and Dr. Beneski, Coordinators of Graduate Studies

#### PROFESSORS

Marianne K. Eleuterio, Ph.D., *University of Delaware*  
Frank Eliot Fish, Ph.D., *Michigan State University*  
Ronald F. Romig, Ph.D., *University of Delaware*  
Jack Waber, Ph.D., *University of Hawaii*  
Richard I. Woodruff, Ph.D., *University of Pennsylvania*

#### ASSOCIATE PROFESSORS

John T. Beneski Jr., Ph.D., *Washington State University*  
Robert W. Bernhardt, M.S., *Syracuse University*  
Georgann Cullen, M.A., *Kent State University*  
G. Winfield Fairchild, Ph.D., *University of Michigan*  
Gustave Mbuy, Ph.D., *University of Cincinnati*  
Martha A. Potvin, Ph.D., *University of Nebraska*  
Elise Triano, Ph.D., *Thomas Jefferson University*

#### ASSISTANT PROFESSORS

Sharon E. Began, Ph.D., *Southern Illinois University*  
Steven L. Broitman, Ph.D., *Princeton University*  
Judith J. Greenamyer, D.V.M., *Ohio State University*  
Maureen T. Knabb, Ph.D., *University of Virginia*  
Leslie B. Slusher, Ph.D., *Pennsylvania State University*  
Harry M. Tiebout III, Ph.D., *University of Florida*  
Russell H. Vreeland, Ph.D., *University of Nebraska*

#### COURSE DESCRIPTIONS

##### BIOLOGY

Symbols: BIO unless otherwise shown as BIL laboratory.

Numbers in parentheses at the end of course descriptions indicate the number of hours of lecture and lab, respectively. Prerequisite for graduate course attendance is admission to the degree program or permission of the graduate coordinator.

511 Biometrics (3) An introduction to the design and analysis of biological research. An independently conducted research project is a required part of the course. (2, 3)

513 Research Techniques in the Biological Sciences I (3) An introduction to the theory and application of histological techniques, and light and electron microscopy. (0, 3)

514 Research Techniques in the Biological Sciences II (3) Introduces students to the theory and practical application of selected techniques in biological research, such as radioisotope labeling techniques, spectrophotometry, and various chromatographic procedures. (0, 3)

#### Admission Requirements

Applicants must meet the general requirements for admission to degree study at West Chester University and must submit scores for the general and advanced biology sections of the Graduate Record Examination. Additional prerequisites include a minimum of two semesters of general chemistry, two semesters of organic chemistry, one semester of physics, one semester of calculus, and at least 17 semester hours of course work in the biological sciences.

**DEADLINE DATES FOR APPLICATIONS:** February 15 for all students wishing to be considered for graduate assistantships for the following September; April 15 for the fall semester; October 15 for the spring semester.

#### MASTER OF ARTS IN BIOLOGY

##### Degree Requirements

###### Thesis Option

The student must complete a minimum of 30 semester hours, of which at least 24 hours must be taken in biology. BIO 511, BIO 513, BIO 514, BIO 591, and BIO 610 are required. Six semester hours or two courses may be taken in allied departments with the approval of the student's thesis committee. The student must perform well in a final thesis defense at the end of the program.

###### Nonthesis Option

The student must complete a minimum of 36 semester hours, of which at least 27 hours must be taken in biology. BIO 511, BIO 513, BIO 514, and BIO 609 are required. Nine semester hours or three courses may be taken in allied disciplines. The student must perform well in a comprehensive oral examination at the end of the program.

521 Cell and Molecular Biology (4) A lecture and laboratory course covering the molecular bases of cellular life. Eukaryotic cell structure and function will be emphasized. (3, 3)

528 Animal Histology (3) Structure and function of animal tissues and organs. (2, 2)

530 Human Genetics (3) Basic genetic theories as they apply to the study of humans; chemical basis of inheritance; biochemical variation; cytogenetics; somatic cell developmental, behavioral, and population genetics of man; immunogenetics; quantitative inheritance; treatment, and prevention of genetic disorders; relationships between viruses, genes, and cancer; social, legal, and psychological aspects of human genetics. (3, 0) PREREQ: Introductory genetics.

531 Molecular Genetics (3) This course exposes graduate students interested in gene manipulation to up-to-date information in prokaryotic and eukaryotic genetics. Intended as a companion course to BIL 534. (3, 0)

BIL 534 Introduction to Recombinant DNA Methodology (3) Laboratory techniques for gene manipulation; growing and utilizing plasmid and virus vectors; use of restriction endonucleases; analysis and recovery of DNA by electrophoresis; gene cloning in *Escherichia coli*; and site-specific mutagenesis. (0, 6) PREREQ: Microbiology, biochemistry.

535-538 Course Topics in Biology (1-3) Courses in this series are of timely interest and are not offered on a regular basis. Courses may include either lecture or laboratory instruction, and may concern a wide range of topics in biology not covered by regularly scheduled courses.

547 Growth and Development (3) Discussion course dealing with current topics in the field of developmental biology. (3, 0) PREREQ: Genetics and embryology recommended.

548 Animal Development (4) Introduction to principles of animal development with laboratory study of selected vertebrate embryos. (3, 3) LAB BIL 548.

552 Comparative Parasitology (3) Morphology and life cycles of the important parasites of man and animals; epidemiology, pathogenesis, and methods of treatment and control. (2, 3)

554 Mycology (3) An introductory course, including a general study of the biology of fungi and a survey of the field of medical mycology. (3, 0)

**556** Virology (3) Molecular biology of bacterial, plant, and animal viruses; virus classification, ultrastructure, mechanisms of replication, and effects of virus infection on host cells. (2, 3) PREREQ: Genetics.

**557** Functional Animal Morphology (3) A study of the structure, form, and function of morphological adaptations in animals as examined through a mechanical, ecological, and evolutionary perspective. (3, 0)

**564** Microbial Physiology (3) Physiology and biochemical variations are studied in the prokaryotes and lower eukaryotes. (3, 3) Lab: BIL 564. PREREQ: Microbiology.

**565** Immunology (4) Immunoglobin structure and function, nature of antigens, cell-mediated immunity, hypersensitivity, regulation of immunity, and immunological diseases. Laboratory experience in immunological techniques. (3, 3) Lab: BIL 565, PREREQ: Microbiology.

**566** Plant Physiology and Biochemistry (3) Plant-cell physiology, including respiration, photosynthesis, enzyme catalysis, auxins, and membrane phenomena. (2, 3) Lab: BIL 566. PREREQ: College botany.

**567** Endocrinology (3) An integrative look at the physiology of the mammalian endocrine system in the regulation and maintenance of homeostasis. The pathology associated with hormone imbalance will be included. (3, 0) PREREQ: Cell physiology and mammalian physiology.

**568** General Animal Physiology (4) General theoretical and applied principles of the physiol-

ogy of various animal cells, tissues, and organs, with an emphasis on homeostasis and mammalian physiology. (3, 3)

**570** Population Biology (3) A quantitative second course in ecology, emphasizing distributional patterns and fluctuations in abundance of natural populations. (2, 3) PREREQ: General ecology.

**571** Wetlands (3) A course designed to provide practical experience in wetlands classification, delineation, regulation, management, and mitigation practices. The abiotic and biotic characteristics of inland and coastal wetlands are emphasized. (2, 3) Lab: BIL 571. PREREQ: Eight hours of biology or permission of instructor.

**572** Aquatic Biology (3) An introduction to the ecology and identification of aquatic organisms, with emphasis on the biota of streams and wetlands. (2, 3) Lab: BIL 572.

**575** Plant Communities (3) A survey of ecological, morphological, and physiological strategies of plants from seed through adult stages. The integration of these strategies to explain the major plant communities of North America will be covered. (2, 3) Lab: BIL 575. PREREQ: General biology.

**576** Limnology (3) The measurement and analysis of the physical, chemical, and biological properties of freshwater environments, with emphasis on lake ecosystems. (2, 3)

**580** Light Microscopy and the Living Cell (3) Theory and practical techniques of all types of light microscopy and their uses in investigating living cells. Also includes techniques such as mi-

croinjection, cell electrophysiology, and others. Strong emphasis on "hands-on" work with equipment. (2, 2)

**584** Epidemiology (3) A general study of the epidemiology of both infectious and environmentally related health problems. Methods of interviewing and data collecting are also included. (3, 0) PREREQ: Microbiology.

**585** Systematic Botany (3) Principles of taxonomy and biosystematics. Selected plant families from tropical and temperate zones. Each student develops a proficiency in the use of modern flora and knowledge of the common species of the spring flora of Chester County. (2, 3) BIL 585.

**591** Directed Research I (3) To be taken when the student begins his/her thesis research. Includes a comprehensive literature search and development of specialized techniques. This course should culminate in the acceptance of the thesis proposal by an appropriate committee of faculty and is required for degree candidacy.

**592** Directed Research II (3) A continuation of the research proposed and initiated in BIO 591. To be taken for credit only with the approval of the graduate coordinator.

**593** Directed Research III (3) A continuation of the research proposed and initiated in BIO 591. To be taken for credit only with the approval of the graduate coordinator.

**609** Guided Study in Biology (3) All nonthesis students must complete a laboratory, field, or library research project under the guidance of one of the biology faculty.

**610** Thesis (3)

## Business

### Master of Business Administration Program

231 Wayne Hall  
West Chester University  
West Chester, PA 19383  
(215) 436-2608

Prof. Hamilton, M.B.A. Director

#### Program of Study

The Departments of Accounting, Economics, Management, and Marketing jointly offer a program leading to the Master of Business Administration (M.B.A.) with areas of concentration in Accounting; Economics/Finance; Executive/General Business; Management; Management Information Systems; and Small Business Management. (NOTE: There is a temporary moratorium on the admission of new students concentrating in Accounting, Management Information Systems, and Small Business Management.) The M.B.A. program is designed for individuals of diverse academic backgrounds, provided that they have undergraduate course work or the acceptable equivalent in accounting, economics, management, marketing, and quantitative business analysis. The program consists of 27 semester hours of core courses plus nine semester hours of courses selected for their concentration.

M.B.A. classes meet in two separate formats. For the regular weekday evening program, each course meets one night per week throughout the semester.

For the Accelerated Program, classes meet every third weekend: Thursday evening, Friday afternoon and evening, and Saturday morning and afternoon. This is an intensive two-year program designed to provide increased management skills for people who already have significant professional and/or management responsibilities. Typically, these individuals are middle- and upper-level managers who want to earn an M.B.A. without interrupting their careers.

Both formats have the same course work and requirements.

#### MASTER OF BUSINESS ADMINISTRATION (36 semester hours)

- |  |                   |
|--|-------------------|
| <ol style="list-style-type: none"> <li>1. Required Core</li> </ol>   | 27 semester hours |
| ACC 501 Managerial Accounting and Control<br>ECO 547 Managerial Economics<br>FIN 501 Financial Management<br>MGT 511 Management and Organization Theory<br>MGT 560 Business Communications<br>MGT 599 Strategic Management<br>MIS 501 Management Information Systems<br>MKT 501 Marketing Management |                   |

BLA 501 Legal Environment of Business. Required for those who have not completed an acceptable undergraduate law course; if such a course was completed, one of the following must be selected:

MGT 513 Business and Society, or

MGT 531 Human Resources Management, or

MGT 541 Production and Operations Management, or

MGT 561 International Business

**2. Area of Concentration** 9 semester hours  
**Accounting**

(Note: There is a temporary moratorium on the admission of new students to this area.)

Required:

ACC 510 Current Accounting Concepts (3)

ACC 520 Accounting Information Systems (3)

ACC 530 Accounting Planning and Research (3)

Economics/Finance

9 semester hours

Required:

ECO 525 Contemporary Monetary Theory and Financial Institutions (3)

ECO 530 Economics and Public Policy (3)

FIN 544 Investment Analysis and Portfolio Management (3)

Executive/General Business

9 semester hours

Required:

Nine semester hours of specific M.B.A. courses and with prior written consent of M.B.A. director.

Management

9 semester hours

Required:

MGT 551 Management Decision Making (3)

MGT 521 Organizational Development (3)

MGT 587 Special Topics in Management (3)

Management Information Systems

9 semester hours

(Note: There is a temporary moratorium on the admission of new students to this area.)

Required:

Courses to be selected with approval of M.B.A. director from Computer Science (CSC) course offerings. (See Mathematics and Computer Science.)

**Small Business Management**

9 semester hours

(Note: There is a temporary moratorium on the admission of new students to this area.)

Required:

MGT 571 Small Business Entrepreneurship (3)

MGT 573 Management of Small Business Enterprises (3)

MGT 575 Field Studies in Small Business Management (3)

See department sections for course descriptions.

**Admission Requirements**

The program has independent admission criteria.

Applicants must submit all undergraduate transcripts demonstrating high-quality performance in their undergraduate degree; appropriate scores from the Graduate Management Admissions Test; an essay on career plans; a current resume; and two letters of recommendation. Registration for M.B.A. courses must be approved by the M.B.A. director.

**Deadline Dates for Applicants**

Applicants must submit the above information by May 1 for summer sessions; April 15 for fall semester; or October 15 for spring semester.

**Degree Candidacy**

For degree candidacy approval, students must maintain a minimum cumulative Grade Point Average (GPA) of 3.0 in all M.B.A. courses and a 3.0 GPA in concentration courses, be fully matriculated, and have completed all foundation courses.

**Graduation Requirement**

Students must maintain a minimum cumulative GPA of 3.0 in all M.B.A. courses and a 3.0 GPA in concentration courses.

## Accounting

Prof. Galbraith, Chairperson (215-436-2236)

### PROFESSORS

Charles H. Mott, Ph.D., American University

Ali Naggar, Ph.D., University of Oklahoma

### ASSOCIATE PROFESSOR

Eugene C. Hassler, M.B.A., Indiana University

### ASSISTANT PROFESSORS

Clyde J. Galbraith, M.B.A., Drexel University

Carl M. Smith, M.B.A., Temple University

### COURSE DESCRIPTIONS

#### ACCOUNTING

Symbol: ACC

500 Financial Accounting (3) A study of financial statements and financial accounting valuation for assets, liabilities, stockholders' equity, income, and expense. For those students admitted to M.B.A. studies without the previous course work in accounting, is equivalent to two undergraduate courses. Normally offered in summer only.

501 Managerial Accounting and Control (3) A course in advanced managerial accounting, focusing on accounting methods and techniques

useful in making business decisions. Included are measurements of divisional performance, revenue and pricing decisions, product decisions, and capital budgeting. Control systems and techniques are examined from a managerial perspective. Required core course. PREREQ: ACC 500 or undergraduate equivalent.

510 Current Accounting Concepts (3) Financial accounting with primary emphasis on current professional accounting principles and practices. Topics to be covered include income determination, asset valuation, and financial statement evaluation. This course will provide a bridge from theory to practice. PREREQ: ACC 501.

520 Accounting Information Systems (3)

Theoretical and practical aspects of the development and management of accounting information systems in businesses and other organizations. Development of a general model for use in system design and evaluation with subsequent study focusing on practical applications of the model using case studies and computer-related projects. PREREQ: ACC 501.

530 Accounting Planning and Research (3) Development of alternative strategies used by business management to minimize the impact and amount of income tax liability of the firm. Topics to be covered include tax planning, current tax regulations, and related complex taxation problems and issues. PREREQ: ACC 501.

## Economics

Dr. DeMoss, *Chairperson* (215-436-2134)

### PROFESSORS

Philip DeMoss, Ph.D., *Kansas State University*  
 Tahany Naggar, Ph.D., *University of Oklahoma*  
 Patrick J. M. Sylvester, Ph.D., *Bryn Mawr College*

### ASSOCIATE PROFESSORS

Cynthia D. Benzing, Ph.D., *Drexel University*

Roger E. Bove, Ph.D., *Harvard University*  
 Christopher Fiorentino, Ph.D., *Temple University*  
 Daniel Mohan, Ph.D., *Rutgers – The State University*

### ASSISTANT PROFESSORS

Kevin Dunleavy, Ph.D., *Duke University*  
 Thomas W. Tolin, Ph.D., *University of Houston*

### COURSE DESCRIPTIONS

#### ECONOMICS

Symbol: ECO

**501 Fundamentals of Economics** (3) An introduction to the economic way of thinking, consumer behavior and business decision making, market structure and antitrust policy, energy and the environment, national income analysis, monetary and fiscal policy, economic growth, and international trade. Intended for those students with no previous course work in economics; is equivalent to two undergraduate courses. Normally offered in summer only.

**502 Fundamentals of Statistics for Business Economics** (3) Frequency distributions, random variables, probability theory and models, estimation theory, hypothesis testing, analysis of variance, regression and time-series analysis. Intended for those students with no previous course work in statistics. Normally offered in summer only.

**503 Economic Role of Women** (3) Statistics indicate that one of the most important changes in the American economy in this century is the increase in the number of working women. Job-related aspects, such as the historical pattern, labor force participation, education, earnings, labor

supply, and sex discrimination will be examined. PREREQ: ECO 501 and ECO 502.

**510 Applied Econometrics** (3) Analysis of multivariate models, determination of trends, oscillation, and periodic movements. Topics include remedies for auto-correlation and multicollinearity; dummy variables; distributed lags, forecasting and simulation; and alternative estimation techniques, such as two-stage least squares, three-stage least squares, and maximum likelihood estimators. PREREQ: ECO 501 and ECO 502, or their undergraduate equivalent.

**525 Contemporary Monetary Theory and Financial Institutions** (3) This course enhances the student's capability to analyze the interrelationships between aggregate economic activity, financial markets, and central banking instruments, objectives, and policy. Topics relate to demand for financial assets. PREREQ: ECO 501.

**530 Economics and Public Policy** (3) The principles and methods of economic analysis are used to evaluate the American economic system. Inflation, recession, and economic growth; problems of public finance and taxation; public policy regarding the concentration of economic power. PREREQ: ECO 501.

**547 Managerial Economics** (3) Development and application of a set of advanced micro-macro

economic concepts to serve both as a source of theoretical structure and unification of other business sciences. Emphasis will be given to topics such as risk analysis, linear programming, and capital budgeting. Required core course. PREREQ: ECO 501 and ECO 502 or undergraduate equivalents.

#### FINANCE

Symbol: FIN

**501 Financial Management** (3) Theory and practice of managerial finance, with emphasis on analysis and understanding of the financial consequences of managerial decisions. Topics include financial statements, capital budgeting, working capital, and special contemporary concerns, such as small business finance. Required core course. PREREQ: ACC 500, ECO 501, and ECO 502, or undergraduate equivalent.

**544 Investment Analysis and Portfolio Management** (3) Introduction to investments, including examination of why and how individuals invest. This course provides an overview of the process by which an individual seeks out and synthesizes information about investment opportunities in order to make decisions to add to, maintain, or delete assets from an investment portfolio. Special attention is directed to the risk and return of assets. PREREQ: FIN 501.

## Management

Dr. Selvanathan, *Chairperson* (215-436-2649)

### PROFESSORS

Hung M. Chu, Ph.D., *Louisiana State University*  
 David L. Paden, D.B.A., *Indiana University*

### ASSOCIATE PROFESSORS

Charles H. McGee, Ph.D., *Northwestern University*

Rani G. Selvanathan, Ph.D., *University of Delhi, University of Paris*

Roberta Snow, Ph.D., *University of Pennsylvania*

### ASSISTANT PROFESSORS

James W. Hamilton, M.B.A., *Northeastern University*  
 Anne P. Murphy, M.B.A., *University of Pennsylvania*

### COURSE DESCRIPTIONS

#### MANAGEMENT

Symbol: MGT (NOTE: The majority of MGT courses were renumbered in 1990.)

**500 Fundamentals of Management** (3) This course provides the conceptual foundation in management theory, principles, and practices for the more advanced courses required for the M.B.A. Intended for those students with no previous course work in management. Normally offered in summer only.

**511 (previously 501) Management and Organization Theory** (3) An examination of management functions and managerial processes from a systems perspective. This course traces the evolution and development of management and organization principles and theories, with emphasis on the development of a framework for analysis of managerial problems and opportunities in both private and public sectors. The relationship between the individual and the organization, and topics such as leadership, communications, motivation, and decision making will be explored. Successful mastery of topics covered in a tradi-

tional principles of management course will be assumed. Required core course. PREREQ: MGT 500 or undergraduate equivalent.

**513 (previously 506) Business and Society** (3) The context and environment in which business organizations operate with specific attention to the social, ethical, political, and legal dimensions of an organization's external environment. Value assumptions, means-ends relationships, and policy ramifications of the constraints and opportunities inherent in the environment will be examined in depth. A managerial perspective will be developed to build a framework for macro-level

trade-offs among and between competing economic, social, ethical, political, and legal forces and goals. Students must master all foundation areas prior to admission to this course.

**521** (previously 509) **Organizational Development** (3) Interpersonal relations, intra- and intergroup relations, and the leadership role and function in the management of organizational development, change, conflict, and productivity. Primary focus will be on organizational development as an intervention strategy aimed at changing and improving organizational climate and performance. Organizations will be viewed as socio-technical systems interacting with both internal and environmental forces. PREREQ: MGT 511.

**531** (previously 504) **Human Resources Management** (3) The managerial implications of the human resources management and personnel administration functions. Topics include forecasting and planning of staffing requirements, recruitment, selection, allocation, evaluation, and development of the human resources of an organization. Lectures, class discussions, and case materials will be used. PREREQ: MGT 500 or undergraduate equivalent.

**541** (previously 505) **Production and Operations Management** (3) Effective formulation and solution of problems in the acquisition of productive resources by the firm, their configuration into a productive system, and their utilization in producing goods and services. This course focuses on operational rather than strategic aspects, using quantitative techniques in the areas of demand forecasting, production and capacity planning, transportation facilities layout and job design, inventory control, quality control, waiting line problems, and scheduling. Students must master all foundation areas prior to admission to this course.

**551** (previously 508) **Managerial Decision Making** (3) The course provides technical enrichment, including an exposure of various types of decision-making techniques for a prospective specialist in decision science. Situations examined will include distribution, resource allocation, project scheduling, congestion in service system, decision support systems, and artificial intelligence. PREREQ: MGT 511.

**560** (previously 502) **Business Communications** (3) The theory and practice of effective personal and organizational communications; development of managerial skills in verbal and written communications for a variety of media and forums; and practical experience in the delivery of management-oriented oral presentations and written papers. Particular attention will be paid to identifying and overcoming barriers to effective communication and insight. Required core course.

**561** (previously 507) **International Business** (3) Examination of the problems of management, marketing, and finance when developing and engaging in international business. Attention to the formulation of alternative strategies for developing international business enterprises, the impact and consequences of implementing various alternative strategies for traditional business functions, problems of the multinational firm, and the special challenges of doing business with or in underdeveloped countries. PREREQ: MGT 511 and MKT 501.

**571** (previously 511) **Small Business Entrepreneurship** (3) An interdisciplinary course on starting and managing a small business. Topics include the role of entrepreneurship in our economy and society, identifying and exploring opportunities, feasibility studies, legal structure, raising venture capital, and organization structure. Case studies and outside speakers will be used extensively. PREREQ: MGT 511.

**573** (previously 512) **Management of Small Business Enterprises** (3) The operation of an ongoing small business enterprise. Topics include forecasting, budgeting, inventory control, pricing, promotion, and record keeping. The roots of failure and success of small business enterprises will be examined. Selected guest speakers will share their views and experiences with students on pertinent topics. Cases and outside readings will be used to broaden students' exposure to small business management issues. PREREQ: MGT 511.

**575** (previously 513) **Field Studies in Small Business Management** (3) This course provides students with the opportunity to work on a

consulting project for a small business firm. Teams of two to four students are assigned to each small business client requesting management counseling. Depending on expertise and past experience, the teams will work on interdisciplinary projects involving market research, budgeting, record keeping systems, pricing, and promotion. This course is sponsored by the West Chester University Small Business Institute. PREREQ: MGT 571 and 573.

**587** (previously 510) **Special Topics in Management** (3) A seminar or independent study course providing exposure to current literature and discourse on selected issues in management. Includes an individual research project treating a complex management issue from an interdisciplinary, policy-level perspective. Parallel seminar discussions with peers, the instructor, and with outside experts will provide a sounding board for hypotheses formulation and testing. Extensive exposure to professional journals will be required in order to enhance familiarity with contemporary advances in theory and practice. PREREQ: Completion of three or more core courses.

**599** (previously 503/598) **Strategic Management** (3) An in-depth examination of the processes by which business strategies are conceived, formulated, executed, and changed. Specific topics include strategic planning, endogenous and exogenous influences affecting strategic feasibility, analyses, and choices. Comprehensive strategy-oriented cases from a variety of business contexts are used. Should be taken in student's final semester. Required core course. PREREQ: Completion of all M.B.A. core courses.

## MANAGEMENT INFORMATION SYSTEMS

Symbol: MIS

**501** **Management Information Systems** (3) A blending of theory, case studies, and personal computer applications to the solution of business information problems. Students will gain insight into functional and strategic implications of information resources, technology, and systems.

## Marketing

Dr. Redington, *Interim Chairperson* (215-436-2363)

### ASSOCIATE PROFESSORS

John R. Morgan, Ph.D., *Temple University*

Kent L. Foutz, D.B.A., *Mississippi State University*

John T. Redington, Ph.D., *Pennsylvania State University*

### ASSISTANT PROFESSOR

John E. Gault, M.B.A., *University of Pennsylvania*

### COURSE DESCRIPTIONS

#### LAW

Symbol: BLA

**501** **Legal Environment of Business** (3) An in-depth examination of legal issues for business organizations, including constraints and opportunities. Primary attention will be given to an intensive exploration of the law as it affects business contracts, sales, commercial paper, and the formation and operation of a business entity from the perspective of the manager. This course

is designed to meet the professional needs of managers who have minimal exposure to the law and to enhance their knowledge of the legal ramifications of business operations.

### MARKETING

Symbol: MKT

**500** **Principles of Marketing** (3) An introduction to marketing. Selection of target markets, developing marketing mixes, decision making, planning, implementation, and monitoring of

marketing programs. Intended for students with no previous course work in marketing. Normally offered in summer only.

**501** **Marketing Management** (3) An analytical approach to the study of marketing, focusing on the total environment in which marketing decisions are made. Emphasis is on planning the marketing effort and integrating it into the total operation of an organization; i.e., managing the marketing function. Familiarity with topics covered in a traditional principles of marketing course will be assumed. Required core course. PREREQ: MKT 500 or undergraduate equivalent.

## Chemistry

Room 154 Schmucker Science Center II  
 West Chester University  
 West Chester, PA 19383  
 (215) 436-2631

Dr. Moran, *Chairperson*

Dr. Fenton and Dr. Ghoroghchian, *Coordinators of Graduate Studies*

Dr. Fenton, *Director of Clinical Chemistry*

### PROFESSORS

Marc L. Durand, Ph.D., *University of New Hampshire*  
 John Fenton, Ph.D., *University of Minnesota*  
 Andrew Goudy, Ph.D., *University of Pittsburgh*  
 Virgil E. Magnuson, Ph.D., *University of New Hampshire*  
 John Mangravite, Ph.D., *University of New Hampshire*  
 Michael Moran, Ph.D., *University of Pennsylvania*  
 Philip B. Rudnick, Ph.D., *Rutgers – The State University*  
 William Torop, Ed.D., *University of Pennsylvania*  
 Philip Witonsky, Ph.D., *University of Minnesota*

### ASSOCIATE PROFESSORS

Naseer Ahmad, Ph.D., *Aligarh University*  
 Melissa Cichowicz, Ph.D., *University of Maryland*  
 Jamal Ghoroghchian, Ph.D., *University of Southampton*  
 Helen G. Reid, Ph.D., *University of New Orleans*  
 Joel Ressner, Ph.D., *Lehigh University*

### ASSISTANT PROFESSORS

Roger Barth, Ph.D., *Johns Hopkins University*  
 James Falcone, Ph.D., *University of Delaware*  
 Blaise Frost, Ph.D., *University of South Dakota*

### Programs of Study

The Department of Chemistry offers a program leading to the Master of Science in chemistry, Master of Science in clinical chemistry, and Master of Education in chemistry. It also cooperates with the Department of Geology and Astronomy in offering a program leading to the Master of Arts in physical science. (See a description of the Physical Science program.)

### MASTER OF SCIENCE IN CHEMISTRY

#### Admission Requirements

In addition to meeting the general requirements for a degree program at West Chester, applicants must present an undergraduate background that includes mathematics through calculus, one semester of analytical chemistry, and full-year courses in organic chemistry and physical chemistry.

#### Degree Requirements

- Before admission to degree candidacy, each student is required to pass three qualifying examinations in the five major areas of chemistry (inorganic, analytical, physical, organic, and biochemistry). The student may select up to four areas. If necessary, the examinations in each area may be retaken once. The student may be required to enroll in appropriate undergraduate courses for no credit in order to prepare for a re-examination. These examinations must be passed before admission to degree candidacy, i.e., prior to the attainment of 15 graduate credits.
- At the discretion of the department chairperson, Graduate Record Examination scores may be required for purposes of evaluation and guidance.

3. Reading proficiency is required in any one of the following modern languages: German, French, or Russian. The reading test is administered by the Department of Foreign Languages. In place of the modern-language proficiency, a demonstrated proficiency in a computer language (FORTRAN, for example) may be substituted.\*

4. The candidate must perform successfully on an oral examination, which is required for Options A, B, and C listed below. The oral examination will include general chemistry knowledge but will place emphasis on the area represented by independent study or the research report. The members of the examination committee include the research supervisor, the departmental graduate coordinator, and two other professors.

#### Program for the Master of Science in Chemistry

The M.S. in chemistry program consists of a required core of 15 semester hours and a chemistry elective area for which there are three options. (See the description of each option for how many total semester hours are required.) All students must complete the core, composed of CHE 511, 531, 540, or 543, and any two of the topics courses (CHE 515, 525, 533, 544, 551, or 575). One semester of CHE 591 must be taken.

#### Option A (30 semester hours)

This is the thesis program. Beyond the core, the candidate takes Thesis (CHE 610) for three credits, Research in Chemistry (CHE 580) for three credits, and nine semester hours of electives.

#### Option B (33 semester hours)

Beyond the core, this option requires Research in Chemistry (CHE 580) for six credits and 12 semester hours of electives.

#### Option C (36 semester hours)

Under this plan, the student completes core requirements and an elective area of 21 semester hours that must include three credits in Research in Chemistry (CHE 580).

Under all options, the elective area is developed under advisement from chemistry offerings but may include three semester hours from another science area or from mathematical sciences.\* Until admitted to degree candidacy, students may not undertake independent study.

### MASTER OF SCIENCE IN CLINICAL CHEMISTRY

#### Admission Requirements

An applicant must meet the general requirements for a degree program at West Chester University and must hold a bachelor's degree in chemistry, medical technology, or a closely related field.

Course prerequisites for admission include one semester each of analytical chemistry, biochemistry, physics, clinical chemistry, clinical chemistry laboratory, and physical chemistry. Two semesters of organic chemistry and mathematics through calculus are also required. Several of the above courses may be waived if the applicant has graduated from a four-year medical technology program approved by the National Accrediting Agency in the Clinical Laboratory Sciences (NAACLS). Students who do not meet program prerequisites may take required courses upon enrollment. Graduate Record Examination scores may be required prior to acceptance.

#### Degree Requirements

- Before admission to candidacy, each student must pass a comprehensive examination covering the areas of biochemistry, clinical chemistry, and analytical chemistry. This examination is usually administered after one-half of the student's course work is completed. If necessary, this examination may be retaken once.

\*A computer science course taken to satisfy the foreign language requirement will not be counted as an elective toward the degree.

2. The candidate must perform successfully on an oral examination, which is required for all program options. The oral examination will include general chemistry knowledge but will place emphasis on the area represented by independent study or the research report. The members of the examination committee include the research supervisor, the departmental graduate coordinator, and two other professors.

#### Program for the Master of Science in Clinical Chemistry

The program consists of a required core of 20 semester hours. Additional credits needed for the degree may be pursued under three options.

Core, courses: CHE 524, 548, 555, 579, 582, 583, ADM 505 (CHE 550, Clinical Chemistry Internship, is also required of students who lack previous clinical laboratory training.)

#### Option A (36 semester hours)

Core, plus CHE 580 (Research in Chemistry), plus 13 semester hours of electives from chemistry, biology, physics, mathematics, computer science, or administration.

#### Option B (30 semester hours)

Core, plus four semester hours of electives, plus three credits of thesis (CHE 610) and three credits of Research in Chemistry (CHE 580).

#### Option C—Master of Science in Clinical Chemistry and Certificate in Administration (38 semester hours)

Chemistry core, plus three semester hours of CHE 580, plus core from the graduate administration program. The student minors in administration and receives the M.S. degree, in addition to the Certificate in Administration.

### MASTER OF EDUCATION IN CHEMISTRY

#### Admission Requirements

In addition to meeting the general requirements for admission to a degree program at West Chester University, applicants must present

an undergraduate background, including mathematics through calculus and 24 semester hours of undergraduate chemistry.

At the discretion of the department chairperson, Graduate Record Examination scores may be required for evaluation and guidance.

#### Degree Requirements

- If academic or professional performance is less than satisfactory during the precandidacy period, the student may be required to enroll in an appropriate undergraduate course.
- Successful performance on a comprehensive oral examination given upon completion of the program.
- Successful completion of the program outlined below.

#### Program for the Master of Education in Chemistry

(34 semester hours)

The M.Ed. in chemistry program consists of professional education requirements and area concentration requirements as outlined below.

Professional Education Requirements (See page 45.)	10-12 semester hours
Area of Concentration	20-22 semester hours
A. Required	14 semester hours
SCE 500	Modern Trends in Science Education (2)
CHE 511	Advanced Inorganic Chemistry I (3)
CHE 524	Analytical Chemistry II (3)
CHE 531	Organic Reaction Mechanisms (3)
CHE 540	Chemical Thermodynamics (3)
	(CHE 543 may be taken in place of CHE 540.)
B. Electives, under advisement (6-8)	
Electives (Professional or Academic) (0-4)	

### COURSE DESCRIPTIONS

#### CHEMISTRY

Symbol: CHE unless otherwise shown. CRL indicates laboratory.

**500 Fundamentals of Radioisotope Techniques** (3) Biological, chemical, environmental, and physical effects of nuclear radiation. Radiation detection, instrumentation, and radiotracer methodology. PREREQ: One year of college chemistry and one year of college physics.

**503 Chemistry of the Environment** (3) The chemistry of the atmosphere, hydrosphere, and biosphere. Man's impact on these areas. (Not for M.S. in chemistry.)

◆ **505 Fundamental Topics in Chemistry** (2-6) Basic level elective courses in chemistry for professional growth. (Not for M.S. in chemistry.) PREREQ: General chemistry.

**508 Industrial Pollution** (3) Applications of elementary chemical engineering to the industrial complexities of the environmental processes. Emphasis on unit operations and unit processes applicable to pollution control and abatement.

**509 Descriptive Inorganic Chemistry** (3) The emphasis of this course is on periodic properties of the representative elements, the structure of inorganic solids, the chemistry of aqueous and nonaqueous solutions, and the study of some transition metals. Lanthanides and actinides are also studied. (Not for M.S. in chemistry.) PREREQ: CHE 103/104.

◆ This course may be taken again for credit.

**511 Advanced Inorganic Chemistry I** (3) Structure and properties of the elements and their compounds from a theoretical point of view; the periodic law, acids and bases, structure and reactivity of metal compounds and maingroup compounds. PREREQ: CHE 341.

◆ **515 Topics in Inorganic Chemistry** (3) Topics of current interest in inorganic chemistry. Topic to be announced prior to registration.

**516 Inorganic Preparations** (3) A laboratory course in advanced techniques for the synthesis of inorganic compounds.

**517 History of Chemistry** (1) The history of chemistry and its predecessors from ancient times to the present.

**518 Literature of Chemistry** (1) Instruction in the use of a modern chemical library, reference and data acquisition, synthetic procedures, and computer data bases. PREREQ: CHE 231.

**519 Ethics and Human Values in Science** (1) A one-semester course for science majors to acquaint students with potential ethical problems in their professional careers.

**524 Analytical Chemistry II** (3) Basic principles of applied instrumental analysis. Special emphasis on the use of spectrophotometric, electroanalytical, and chromatographic instrumentation. PREREQ: CHE 321 and CHE 341

**CRL 524 Analytical Chemistry II Laboratory** (2) Practical experience in the choice and application of instrumental methods to chemical systems. CONCURRENT OR PREREQ: CHE 524.

◆ **525 Topics in Analytical Chemistry** (3) In-depth examination of current topics in instrumental or wet chemical analysis. Special emphasis on state-of-the-art development and applications. Topic announced prior to registration.

**CRL 527 Electron Microscopy I** (3) (See ESL 527.)

**CRL 529 Electron Microscopy II** (3) (See ESL 529.)

**531 Organic Reaction Mechanisms** (3) Theoretical treatment of selected organic reactions. Emphasis on bonding theory, structural relationship, equilibria, and free-energy relationships.

**532 Synthetic Organic Chemistry** (3) Topics of current interest in synthetic organic chemistry. Topic announced prior to registration.

◆ **533 Topics in Organic Chemistry** (3) Topics of current interest in organic chemistry. Topic announced prior to registration.

**535 Qualitative Organic Analysis** (5) Identification of pure organic compounds and mixtures of organic compounds using classical and modern instrumental techniques. Laboratory included.

**536 Polymer Chemistry** (3) Polymerization kinetics, rheology of polymer melts, crystallization parameters, and monomer reactivity in copolymerization.

**CRL 536 Polymer Chemistry Laboratory** (2) A course designed to introduce the advanced student to the synthesis of polymers and the study of the molecular, physical, and thermal properties

of these compounds. PREREQ: CHE 232/CRL 232. COREQ: CHE 536.

540 Chemical Thermodynamics (3) Laws and functions of thermodynamics and their applications: introduction to statistical thermodynamics.

543 Quantum Chemistry (3) Basic quantum chemistry, including the hydrogen atom problem, chemical bonding, spectroscopic concepts, and group theory.

◆ 544 Topics in Physical Chemistry (3) Topics of current interest in physical chemistry. Topic announced prior to registration.

548 Clinical Biochemistry (3) A one-semester course on the biochemical basis of disease. Case histories are discussed with emphasis on the clinical interpretation of laboratory data. PREREQ: CHE 581.

550 Internship in Chemistry (3-6) A full- or part-time work study appointment in a hospital, commercial, governmental, or industrial laboratory supervised jointly by an on-site supervisor and a chemistry department faculty member. PREREQ: Permission of the department internship committee.

551 Chemistry of Coordination Compounds (3) Principles of complex formation; application of the crystal theory, various complexing agents, and chemical implications of coordinated compounds. PREREQ: CHE 511.

555 Quantitative Clinical Methods (3) A course on the mathematical aspects of clinical laboratory science. Statistics and laboratory uses for computers are stressed. PREREQ: CHE 581.

563 Electrochemistry (3) Principles of electrochemical systems and galvanic cells; electrolytic applications in instrumentation and research. PREREQ: CHE 511.

571 Fundamentals of Biochemistry (3) Structure and chemistry of proteins and nucleic acids; molecular biology, physio-chemical methods for biomacromolecules, enzymes, and the molecular basis for some physiological phenomena. Lab: CRL 571. PREREQ: Physical chemistry.

CRL 571 Experimental Biochemistry (2) Laboratory exercises in the fundamentals of biochemistry. CONCURRENT OR PREREQ: CHE 571.

575 Topics in Biochemistry (3) Topics of current interest in biochemistry. Topic announced prior to registration

576 Biochemistry I (3) A two-semester course in biochemistry. The first part shows how the chemistry of amino acids, proteins, enzymes, carbohydrates, lipids, and membranes enables living organisms to perform biological functions. PREREQ: CHE 232 and physical chemistry.

577 Biochemistry II (3) The second part of biochemistry covers the biosynthesis of diverse molecules, DNA structure and function, and molecular physiology, including immunoglobulins, hormones, nutrition, and nerve action. Chemistry will be related to normal and pathological biological functions. PREREQ: CHE 576.

579 Chemical Toxicology (3) A one-semester course in the basic principles of toxicological analysis. Special emphasis will be placed on documentation, sampling, and verification of laboratory materials and results. The environmental and physiological aspects of chemical toxicity will be explored.

CRL 579 Chemical Toxicology Laboratory (2) A one-semester course in the basic principles of toxicological analysis. CONCURRENT OR PREREQ: CHE 579.

◆ 580 Research in Chemistry (3-6) Independent research in chemistry, under the direction of a member of the chemistry faculty.

581 Clinical Chemistry (3) Analysis of biological fluids. Clinical significance of enzyme, electrolyte, protein, and carbohydrate analysis. Requires permission of instructor or undergraduate preparation in organic chemistry and quantitative analysis. CONCURRENT OR PREREQ: CHE 571.

CRL 581 Clinical Chemistry Laboratory (2) Lab for CHE 581. Practical experience in analysis

of biological fluids for diagnostic parameters. Nature of biological sampling, sample preservation, methodology, statistics, and quality control. PREREQ: CRL 231 and CRL 321, or equivalents.

582 Advanced Clinical Chemistry (3) A one-semester course with emphasis on recent advances in testing modalities, instrumentation, and methodologies in clinical chemistry. PREREQ: CHE 571 and 581.

583 Clinical Chemistry Seminar (2) A course emphasizing the recent literature in clinical chemistry. Student lecture presentations and round table discussions are used. PREREQ: CHE 581.

585 Theory and Practice of Spectrophotometry (4) Lecture and laboratory course with emphasis on research uses of spectrophotometry. Theoretical background and laboratory techniques for understanding and carrying out advanced spectroscopic studies.

591 Seminar (2) Topics of current interest in chemistry.

\*610 Thesis (3)

SCC 570 Science and Human Values (3) Not for M.S. in chemistry.

Any of the following dual-level courses (but not more than six semester hours of credit) may be taken for graduate credit toward the degree:

CHE 504 Foundation of Nutrition (3) (Not for M.S. in chemistry. See CHE 404.)

CHE 524 Analytical Chemistry II (3) (See CHE 424.)

◆ This course may be taken again for credit.

\*Graduate students beginning their research program should enroll in CHE 580, which may be repeated. Students should enroll in CHE 610 during their last semester. Only under rare circumstances may CHE 610 be repeated.

## Childhood Studies and Reading

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(215) 436-2944

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Dr. Christensen, Assistant Chairperson, Graduate Programs

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Rose Ann Khoury, Ph.D., University of South Carolina  
Sharon Kletzien, Ph.D., Temple University  
Thomas J. Platt, Ed.D., Temple University

### Programs of Study

The Department of Childhood Studies and Reading offers graduate programs in the following areas: certification in elementary education; certification as a reading specialist; a Master of Education in elementary education; a Master of Education in reading; and a Certificate of Advanced Graduate Study. Courses are available to teachers desiring permanent Pennsylvania elementary certification.

On June 1, 1987, the Pennsylvania State Board of Education implemented revisions to the Pennsylvania School Code. These revisions require all students who apply for Pennsylvania teaching certificates to pass state competency tests in basic skills, general knowledge, professional knowledge, and specific knowledge of the subjects in which they seek teacher certification. Students also must demonstrate that they have met the requirement for computer literacy.

As changes are made in requirements for elementary certification and reading specialist certification, it is the student's responsibility to satisfy the new requirements.

After the student's application has been submitted to West Chester University's Office of Graduate Studies and Sponsored Research and appropriate transcripts have been received, the student will be mailed information regarding the program and advisement.

## Elementary Education

Through programs in elementary education, the department offers the Master of Education degree in elementary education, as well as nondegree programs for teachers seeking professional growth and/or credit certification.

### Admission Requirements

- Applicants are expected to have an undergraduate degree from an accredited college or university. In addition, they must meet an undergraduate grade point average (GPA) entry requirement of 2.8 on a scale of 4.0.

Students with a minimum GPA of 2.5, who do not have the required undergraduate GPA of 2.8, may receive provisional status and the opportunity to demonstrate academic ability by being granted permission to take three graduate courses and by maintaining a GPA of 3.0 or better.

The provisional student must take the following:

EDF 500 Methods and Materials of Research in Education (or EDF 501 or EDF 502)

EDE 551 Child Development and Behavior and two additional courses from the following list:

EDE 522 Teaching the Communication Skills

EDE 530 Social Studies in the Elementary School

EDR 510 Foundation of Reading Instruction: K-12

- Within the precandidacy period (the first 12-15 semester hours), the applicant must:

- Complete EDF 500 (or 501, 502) and two EDE courses.
- Maintain a cumulative GPA of 2.8 overall and 3.0 in the major discipline and in elementary education courses.

Please refer also to "Degree Candidacy and Degree Requirements" under "Academic Information and Requirements."

### Degree Requirements

- Satisfactory completion of the curriculum as given below. Both the selection and the sequence of courses should be determined in consultation with the appointed adviser. Only six credits of workshops are permitted.
- A cumulative GPA of at least 2.75 and a GPA of at least 3.0 in the major discipline and in elementary education courses. (NOTE: All courses specific to elementary education are included in computing the GPA in elementary education. Examples of such courses are ENG 592 and MTE 554.)
- Satisfactory performance on the comprehensive examination.
- Students should have elementary education certification before completing the master's degree; however, certification requirements may be waived under advisement on an individual basis.

### The Comprehensive Examination

In order to become eligible for the examination, the student must:

- Be a degree candidate.
- Complete at least 28 semester hours, including all required courses, by the end of the semester preceding the examination.
- Maintain an average of 2.75 overall and 3.0 in elementary education.

The examination is given on the first Saturday in February and the last Saturday in Pre Session, unless otherwise announced by the department.

Applications for admission to the comprehensive examination are available from the department and must be filed by December 1 for the February examination and May 1 for the Pre-Session examination. A candidate who fails the comprehensive examination is permitted to take one re-examination within a two-year period. Failure of the re-examination will result in a comprehensive review of the student's graduate record, followed by a determination of the candidate's future status by the departmental graduate committee.

### MASTER OF EDUCATION IN ELEMENTARY EDUCATION

This may consist of either a nonthesis program requiring 33 semester hours, or a thesis program requiring 30 semester hours.

In either option, the candidate must meet a professional education requirement, including EDF 500 (or EDF 501 or EDF 502), EDF 510 or EDF 589, and EDP 550. Also required in either option is an elementary education area consisting of EDE 548, 549, 553, and an elective in reading or elementary education.

During the first session of enrollment, the student confers with an assigned adviser to determine an appropriate and desirable area of concentration. The remainder of the program will be developed within the selected concentration. The choice of concentrations may be made from areas offered by the Department of Childhood Studies and Reading or areas offered by other departments.

#### Nonthesis Program (33 semester hours)

- |   |                   |
|---|-------------------|
| <b>I. Professional Education</b><br>EDF 500 Methods and Materials of Research in Education (or EDF 501, 502) (3)<br>EDF 510 Educational Foundations (3) or<br>EDF 589 Sociological Foundations of Education (3)<br>EDP 550 Advanced Educational Psychology (3)  | 9 semester hours  |
| <b>II. Elementary Education</b><br>EDE 548 Curriculum Theory and Trends in Elementary Education (3)<br>EDE 549 Theory and Trends in the Language Arts (3)<br>EDE 553 Child Development and Behavior II (3)<br>(These three courses should be taken after completion of 15 hours of course work.)<br>Elective in Reading and/or Elementary Education (3) | 12 semester hours |
| <b>III. Area of Concentration</b><br>The 21 credit hours above are required of all degree candidates. The remaining 12 credits are to be concentrated in one of the following areas, to be selected under advisement during the first session of enrollment:<br><br>Courses offered within the department. Advising by assigned adviser.                | 12 semester hours |

Courses offered within the department. Advising by assigned adviser.

Creative Teaching-Learning	Human Development
Early Childhood Education	Language Arts
Elementary Education (General)	Reading
Gifted and Talented	Social Studies

Courses offered in other departments. Advisement for area of concentration by selected faculty in respective department.

Bilingual Education	Science
Children's Literature	Special Education
Mathematics	Writing

#### Thesis Program (30 semester hours)

Students who wish to pursue the thesis program must consult with the department chairperson, or his or her designee, not later than the second session of enrollment.

## Reading

Through its graduate reading program, the School of Education offers the Master of Education degree with a major in reading, and Reading Specialist Certification. Students who complete either program are recommended for Pennsylvania certification as a reading specialist. These programs prepare candidates to serve in special reading positions and as classroom teachers of reading in elementary or secondary schools.

### Admission Requirements

- Applicants are expected to have an undergraduate degree from an accredited college or university. In addition, they must meet an undergraduate grade point average (GPA) entry requirement of 2.8 on a scale of 4.0.

Students with a minimum GPA of 2.5, who do not have the required undergraduate GPA of 2.8, may receive provisional status and the opportunity to demonstrate academic ability by being granted permission to take three graduate courses and maintain a GPA of 3.0 or better.

The provisional student must take both:

EDF 500 Methods and Materials of Research in Education  
EDR 510 Foundation of Reading Instruction: K-12  
and one of the following courses:  
EDR 514 Reading in the Content Areas or  
EDR 516 Reading Disabilities.

- The student must possess an Instructional I Certificate.
- Courses required within the precandidacy period are EDR 510, 514, 516, EDF 500, and one additional course from the prescribed program.
- Students must maintain an overall GPA of 2.8 and a minimum of 3.0 in reading courses during the precandidacy period.

### Degree Requirements

In addition to meeting degree requirements of the University, the candidate must:

- Successfully complete the reading curriculum and any additional courses that may be required by the reading faculty. Workshops will not be accepted to satisfy this requirement.
- Achieve an overall GPA of at least 2.75 and a minimum of 3.0 in reading courses.
- Perform satisfactorily on the comprehensive examination in reading. Students are responsible for meeting all requirements by the specified time.

### The Comprehensive Examination

Students are eligible for the comprehensive examination when they have completed all prescribed work and been recommended by the adviser. The examination is given the first Saturday in February and the last Saturday in Pre-Session. Application for the examination must be made in writing to the graduate coordinator for the February examination by December 1, and by May 1 for the Pre-Session examination.

Candidates who fail the comprehensive examination are permitted one re-examination within a two-year period. Candidates who fail the re-examination are dropped from the degree program.

### MASTER OF EDUCATION IN READING (36 semester hours)

- |  |                   |
|--|-------------------|
| <ol style="list-style-type: none"> <li><b>Professional Education Requirements</b></li> </ol>   | 6 semester hours  |
| EDF 500 Methods and Materials of Research in Education (3) or<br>EDF 501 Methods and Materials of Research for Elementary Education (3)<br><br>Plus:<br>EDF 510 Educational Foundations (3)  |                   |
| <ol style="list-style-type: none"> <li><b>Reading Education Requirements</b></li> </ol>  | 27 semester hours |
| EDR 510 Foundations of Reading Instruction: K-12 (3)<br>EDR 514 Reading in the Content Areas (3)<br>EDR 515 Teaching Reading with Children's and Adolescents' Literature (3)<br>EDR 516 Reading Disabilities (3)<br>EDR 517 Current Practices in Teaching Developmental and Corrective Reading (3)<br>EDR 519 Teaching Reading to Culturally Diverse Students (3)<br>EDR 521 Reading Clinic Practicum and Seminar I (3)<br>EDR 522 Reading Clinic Practicum and Seminar II (3)<br>EDR 541 Organization and Operation of Reading Programs: K-12 (3) |                   |
| <ol style="list-style-type: none"> <li><b>Area of Electives</b></li> </ol>   | 3 semester hours  |
| Selected, under advisement, from:<br>EDA 571<br>EDE 522, 543, 548, 549, 551, 553, 554, 555, 560<br>EDR 523, 526, 540, 542  |                   |

All students *must* complete a course in child and adolescent development. Any student who enters the program without having completed such a course at the undergraduate or graduate level should take EDE 551 as an elective.

### READING SPECIALIST CERTIFICATION (30 semester hours)

Requirements for the certification program:

- The student must possess an Instructional I Certificate.
- Courses required within the first 15 hours are EDR 510, 514, 516, and 517.
- The student must maintain an overall GPA of 2.75 and a minimum of 2.85 in reading courses.
- In order to obtain the certificate, the student must successfully complete the Master of Education in reading program, except that the student is not required to take the two courses in professional education. Workshops will not be accepted to satisfy this requirement.
- The student must perform successfully on the competency examination.

## Certificate of Advanced Graduate Study (CAGS)

The Certificate of Advanced Graduate Study (CAGS) is designed for students who already possess a master's degree and who want to expand their knowledge in a given area, or to broaden it to include other areas. Such students normally do not wish to undertake a doctoral program but, at the same time, prefer the guidance and structure offered by a program such as the CAGS.

### Admission Requirements

A student who wishes to pursue the CAGS must:

- Possess a master's degree from an accredited institution.

- Have attained a minimum grade point average (GPA) of 3.0 in a master's degree program.
- Present three professional letters of recommendation.

Acceptance for study toward the CAGS will be determined by the faculty of the Department of Childhood Studies and Reading. However, prior to formal admission to the program, the student is required to develop a proposed plan of study with the supervising committee (consisting of the major adviser and one additional member) that has been appointed by the department chairperson or a designee.

## Program of Study

A minimum of 30 semester hours earned beyond the master's degree is required. Students accepted into the program will pursue a plan of study to meet their individual needs. Plans will be developed with the major adviser and be approved by the student's supervising committee. Previous course work taken will be considered in the development of the student's program. Also, the suggested program will be presented to the departmental graduate committee for approval. Course work may be arranged as follows:

1. Area of Specialization	18-24 semester hours (Examples: Early Childhood Education, Elementary Education—General, Language Arts, Mathematics, Reading, Science, Social Studies, Gifted Education)
Programs will be individually tailored for each student by an adviser.	
2. Course Work in Complementary Areas	0-6 semester hours
3. Seminar in Research	3 semester hours
4. Research Report	3 semester hours

## COURSE DESCRIPTIONS

### EARLY CHILDHOOD AND ELEMENTARY EDUCATION

Symbol: EDE

**502 Introduction to Early Childhood Education** (3) A basic course in early childhood education. Emphasis is on the historical and theoretical bases influencing education of young children.

**503 Contemporary Influences in Early Childhood Education** (3) Current factors that affect the educational needs of young children and classroom practices reflecting those influences.

**504 Early Childhood Programs** (3) Model programs in early childhood education, focusing on curriculum design and implementation in the preschool and primary years.

**505 Seminar in Early Childhood Education** (3) Selected problems in early childhood education. PREREQ: Permission of instructor.

**506 Infant and Toddler Development and Environment** (3) Physical, social, emotional, and intellectual development of the child newborn to two years is studied. The use of developmental tests for the diagnosis of infant and toddler needs is related to the structuring of an appropriate learning environment.

**507 Preschooling Learning Environment** (3) Methods and materials, developmentally appropriate for children 2-5, are presented. Readiness assessments, curricular discussions, and teaching approaches are addressed across the full spectrum of child development.

**522 Teaching the Communication Skills** (3) Strategies for teaching the language arts. Methods, materials, and resources for organizing creative programs in school settings.

**530 Social Studies in Elementary Education** (3) Interdisciplinary and multicultural strategies for developing concepts, skills, and values in the social studies program.

**532 Curriculum and Research in Social Studies** (3) Recent research in social studies, with emphasis on the theoretical bases for making curriculum decisions. PREREQ: Permission of instructor.

**533 Seminar in Social Studies Education** (3) Selected problems in social studies education. PREREQ: Permission of instructor.

**543 Creative Expression in the Elementary School** (3) Theories and techniques to promote

creative thinking and enhance children's creative potential in all areas of the school curriculum.

**548 Curriculum Theory and Trends in Elementary Education** (3) Theoretical frameworks of elementary school curricula; curriculum development and change. To be taken after 15 hours of work.

**549 Theory and Trends in the Language Arts** (3) Analysis and evaluation of language arts programs, including reading in the modern elementary school. PREREQ: EDE 548.

**551 Child and Adolescent Behavior I** (3) Social, intellectual, emotional, physical, and moral aspects of child and adolescent behavior. Emphasis on personal development of the teacher as a prerequisite to understanding children in the elementary school.

**553 Child and Adolescent Behavior II** (3) Review of principles of growth and development. Theories of personality development; clues to identifying children with problems; therapies applicable to elementary and adolescent school children. Case study required. PREREQ: A recent course in child development and completion of 15 hours of course work.

**554 The Self Concept** (3) Self-concept theory and research; implications for development, learning, and behavior; specific application to school settings. PREREQ: Recent course in human development or the equivalent.

**555 Self Development and Interpersonal Skills** (3) Self development, interpersonal, and group communication skills. Focus on helping relationships in educational settings. PREREQ: Recent course in human development or the equivalent.

**556 Seminar in Human Development** (3) Critical issues in human development. PREREQ: Permission of instructor.

**557 The Foundations of Cooperative Learning** (3) Exploration of various theories, models, and strategies for cooperative learning, with a focus on the implementation of the Johnson and Johnson model of cooperative learning into all areas of the school curriculum.

**560 Meeting Individual Needs of Children** (3) Discovering each child's needs; providing for individualized learning; identifying problems and their solutions. PREREQ: Recent course work in elementary education and child development.

## Transfer Credits

A maximum of six hours of approved transfer credit earned after the master's degree may be applied to the proposed program if the courses complement the area of specialization and if the credits were earned within a period of three years before entering this program.

## Certificate of Approval

Successful completion of the program requires that the student:

1. Achieves a minimum GPA of 3.25 in all course work in the area of specialization and a minimum GPA of 3.0 in all course work taken outside the School of Education.
2. Successfully passes an oral examination in the area of specialization, as well as completes a research report. All requirements, including the research report, must be completed before the student will be allowed to take the oral examination.
3. Meets all program requirements.
4. Completes the program within six years following the date of the first enrollment.

## 565 Effective Classroom Management (3)

Dynamics of interpersonal relations in planning and facilitating classroom instruction.

**580-589 Workshops in Elementary Education** (1-6) Additional course numbers will be assigned as new areas of study are announced. Credits vary.

The series presently includes:

- 580 Workshop in Elementary Education
- 581 Workshop in Open Education
- 582 Workshop in Social Studies
- 583 Workshop in Creativity
- 584 Workshop in Early Childhood Education
- 585 Workshop in Language Arts
- 586 Workshop in Curriculum Enrichment
- 588 Workshop in Gifted and Talented
- 589 Workshop in Humanizing Teaching and Learning

**590 Independent Study** (1) Enrollment by permission only; number of credits determined by instructor.

**598 Workshop in Elementary Education** (3) ECE 598 Workshop in Early Childhood Education (1-6)

**600 Research Report** (1-2)

**610 Thesis** (4-6)

**695 Seminar in Elementary Education** (3) Selected topics in elementary education.

## GIFTED AND TALENTED

Symbol: EDG

**542 Creative Thinking: Gifted and Talented** (3) A study of the basic theoretical approaches for encouraging the creative potential of gifted and talented learners.

**546 Gifted and Talented: Teaching Strategies and Materials** (3) Program models, resources, and materials designed to meet the needs of gifted and talented children and youth.

## READING

Symbol: EDR

**510 Foundations of Reading Instruction: K-12** (3) Psychology and pedagogy of reading instruction. The nature of the reading process; the nature of the learner; skill development; instructional strategies.

**514 Reading in the Content Areas** (3) The specialized reading skills, reading problems,

teaching techniques, and reading activities in content subjects at the elementary and secondary level. PREREQ: EDR 510 or permission of instructor.

**515 Teaching Reading with Children's and Adolescents' Literature** (3) Based on the philosophy that literature should be an integral element of reading programs. The emphasis is on fostering wide reading and response to literature in K-12 reading programs. Students will learn instructional strategies and develop materials and a selected bibliography. PREREQ: EDR 510 and 514.

**516 Reading Disabilities** (3) The nature of reading disability, and diagnosis and remediation of reading problems. PREREQ: EDR 510.

**517 Current Practices in Teaching Developmental and Corrective Reading** (3) Developmental and corrective reading instruction. Attention is given to diagnostic procedures and resulting appropriate instruction. PREREQ: EDR 510, 514, 516, 545, and either graduate or undergraduate credits in child and adolescent development.

**519 Teaching Reading to Culturally Diverse Students** (3) Historical, cultural, and educational

contexts of literacy, language, and learning as they relate to reading instruction. PREREQ: EDR 516, 517, or permission of instructor.

**521 Reading Clinic Practicum and Seminar I** (3) A laboratory course in the diagnosis of reading difficulties. Major attention given to diagnosing corrective cases and writing case reports. PREREQ: EDR 517 and 519.

**522 Reading Clinic Practicum and Seminar II** (3) Continuation of EDR 521. Emphasis placed on developing specific skills and techniques for correcting various types of reading disability cases. PREREQ: EDR 521.

**523 Reading as a Language Process** (3) Basic concepts from areas of phonology, morphology, syntax, semantics, sociolinguistics, dialectology, and psychology will be related to the teaching of reading in grades K-12.

**526 Emerging Literacy and Beginning Reading: A Whole Language Approach** (3) Concerned with young children's literacy development from preschool through the primary grades. Emphasis on instructional recommendations and implementations for a range of abilities. Included are

supervised one-on-one and/or small-group teaching experiences. PREREQ: EDR 510 or permission of instructor.

**540 Seminar in Reading** (3) Critical examination of trends, opinions, and current research in the teaching of reading. PREREQ: EDR 516 or permission of instructor.

**541 Organization and Operation of Reading Programs: K-12** (3) Practical application of the reading specialist's role in organizing and operating K-12 reading programs. Emphasis on the use of the total school community in meeting individual reading needs. PREREQ: EDR 522 or permission of instructor.

**542 Seminar in Reading Research** (3) A seminar in the basic techniques and sources of research in reading. Exposure to significant research in the field. PREREQ: EDF 501 or permission of instructor.

**590 Independent Study** (1-6) Individual investigation and exploration of related reading research. Topic must be approved by the supervising instructor prior to registration.

## Communication Studies

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Dr. Casagrande, *Coordinator of Graduate Studies*

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Thomas G. Reed, Ph.D., *Union of Experimental Colleges and Universities*

Martin S. Remland, Ph.D., *Southern Illinois University*

### Programs of Study

The M.A. in communication studies has two program options. The first is a 36-credit applied curriculum in which two courses, COM 501 and COM 502, are required, and 15 credits must be selected from among the communication studies offerings. An additional 15 credits of course work are selected to allow a focus on the application of communication to a specific area, such as administration, management, teaching, and training and development. This program is envisioned as a terminal degree that may provide the opportunity for practicing professionals to sharpen their skills or change careers. The program also should help those who have not yet entered the job market by increasing their competence in

communication and an applied area of their choice. The second option is a 30-credit thesis program that will provide students with the opportunity to develop the knowledge and skill needed to further research interests or to gain entry into Ph.D. programs in communication or related areas.

The courses offered in the M.A. in communication studies are graduate-level seminars that require fundamental knowledge of communication theory, research, and knowledge of scholarly methods of inquiry. Individuals who have earned a bachelor's degree in speech communication or communications in an accredited institution and who have maintained a B average or better should have the requisite knowledge and ability to be successful in the courses that comprise the program. Others, particularly those who have earned degrees in related fields such as English, psychology, and sociology, may be required to complete prerequisite undergraduate courses in communication based on an analysis of their undergraduate transcripts. Transcript analyses and possible prerequisites will in all probability be required for students who apply to the program with degrees in unrelated disciplines.

### MASTER OF ARTS IN COMMUNICATION STUDIES

#### Admission Requirements

Students must meet general requirements for admission to graduate studies as well as the following department criteria that will determine either regular or provisional admission into the M.A. in communication studies.

##### 1. Regular Admissions:

- A Graduate Record Exam score of 1000 or greater, or a comparable score on the Miller Analogies Test.
- Undergraduate GPA of at least 2.75 overall and in the undergraduate major.
- Review of application to determine appropriateness of undergraduate preparation.

##### 2. Probationary Admissions:

- A Graduate Record Exam score of less than 1000 but greater than 850 or a comparable score on the Miller Analogies Test.

- b. Undergraduate GPA less than 2.75 but higher than 2.5 overall and in the undergraduate major.
- c. Review of application to determine appropriateness of undergraduate preparation.

#### Admission to Degree Candidacy

At the completion of 12 semester hours (at least nine of which are within the department), a B grade or better must be earned in each of those four courses in order for candidacy to be achieved.

#### Curriculum

1. Courses for Nonthesis, Applied Curriculum (36 credits)	
A. Required Core	21 credits
COM 501 Theoretical Perspectives (3) COM 502 Communication Research Methods (3) 15 credits selected from departmental offerings	
B. Applied Courses	15 credits

These courses are to be selected from other departments or

from communication studies courses. A six-credit graduate internship (COM 598) may be elected upon successful completion of the required core.

#### II. Courses for Thesis Option

(30 credit hours)

A. Required Core	24 credits
COM 501 Theoretical Perspectives (3) COM 502 Communication Research Methods (3) COM 600 Communication Studies Thesis (6) 12 credits selected from departmental offerings	
B. Applied Courses	6 credits
These courses are to be selected from other departments or from communication studies courses.	

#### III. Comprehensive Examinations

After the completion of all course work, nonthesis and thesis students will take a comprehensive written examination. Nonthesis students also will take an oral examination, while thesis students will defend their theses orally.

#### COURSE DESCRIPTIONS COMMUNICATION STUDIES

Symbol: COM

**501 Theoretical Perspectives on Human Communication** (3) A comprehensive examination of major theoretical perspectives on human communication ranging from classical to contemporary.

**502 Communication Research Methods** (3) An examination of the major issues pertaining to inquiry in human communication, including the nature of inquiry; qualitative and quantitative methodological approaches to communication research; moral and ethical standards for human research; the role of the researcher; and comparisons of academic research with research in marketing, public relations, and broadcasting. Students will be required to design and execute a research project.

**503 Communication and Persuasive Influence** (3) An analysis of major conceptual approaches to persuasion and their implications for understanding influence contexts and designing pragmatic strategies.

**504 The Symbol Systems of Communication** (3) Students will explore the verbal and nonverbal components of message creation in communication using primary theories to analyze language variables in different settings.

**505 Concepts and Criticism of Public Influence** (3) The criticism and history of influence will be explored to focus on examples of persuasion through public discourse.

**506 Communication in Small Groups** (3) An examination of traditional and contemporary research which pertains to various dimensions of small group communication including, but not limited to, the following topics: structure, size, tasks, goals, roles, systems, and leadership.

**507 Issues in Mass Communication** (3) An overview of the mass communication systems, including an analysis of the elements and processes of these media, their functions, and the major issues attending their use in our culture.

**508 Special Topic Seminar** (3) An intensive examination of a selected area within communication study. Topics will vary and will be announced in advance of each semester.

**509 Communication and Conflict Resolution** (3) Using both theoretical and activity-centered learning, the student will explore the options available to resolve conflict through communication.

**515 Language, Thought, and Behavior** (also LIN 515) (3) Introduction to the relativistic language concepts of Korzybski and his followers. The course focuses on what language does to people and the subsequent effects on communication.

**517 Producing the Television Program (Non-dramatic)** (3) Basic concepts of television planning and production for the nondramatic format. The student uses the tools of television. (Lecture and laboratory)

**518 Television Program Directing (Dramatic)** (3) Continuation and development of skills and knowledge in the use of television equipment; application of the arts of the theatre and film. (Lecture and laboratory) PREREQ: SPC 517.

**550 Listening: Verbal and Nonverbal Perceptions** (3) A survey of research in listening behavior and related nonverbal variables. Identification of important characteristics of effective listeners. Application to communication activities in the classroom.

◆ **598 Graduate Internship in Communication Studies** (3-6) Supervised professional training in approved communication placements. PREREQ: Approval of department chairperson.

◆ **599 Directed Graduate Studies** (3) Research projects, reports, readings in speech communication. PREREQ: Approval of department chairperson.

**600 Communication Studies Thesis** (6) Original research, supervised through topic selection, investigation, and oral defense.

◆ This course may be taken again for credit.

## Communicative Disorders

Speech and Hearing Clinic

201 Carter Drive

West Chester University

West Chester, PA 19383

(215) 436-3401

Mr. Eberhart, Chairperson

Dr. Stigora, Coordinator of Graduate Studies

PROFESSOR

Michael S. Weiss, Ph.D., Purdue University

ASSOCIATE PROFESSORS

Mareile Koenig, Ph.D., University of Illinois

Susan Maxwell, M.A., Ohio University

Joseph A. Stigora, Ph.D., Bowling Green University

Cleavonne S. Stratton, Ph.D., Ohio State University

#### ASSISTANT PROFESSORS

John L. Eberhart, M.A., Syracuse University

Elena F. Stuart, M.S., Purdue University

#### Program of Study

The department offers the Master of Arts degree in communicative disorders. The student may choose a thesis or nonthesis program. Both programs are designed to strengthen the knowledge and skill of the practicing speech clinician, to provide the foundation for further graduate study, and to afford an opportunity to complete requirements toward professional certification by the American Speech-Language-Hearing Association. Attainment of the master's degree does not necessarily guarantee recommendation for certification.

**MASTER OF ARTS IN COMMUNICATIVE DISORDERS**

(39 semester hours)

**Admission Requirements**

In addition to meeting the general requirements for admission to a degree program at West Chester, applicants must:

1. Present an undergraduate background of at least 30 semester hours in the following areas of study: psychology, human development, linguistics, statistics, speech and language development, phonetics, speech disorders, language disorders, hearing disorders, basic speech and hearing science, and clinical experience.
2. Present undergraduate transcripts showing at least a 3.0 grade point average (GPA) in the last 60 hours of study.
3. Demonstrate a reasonable degree of speech and language proficiency which may be measured by a written essay and a personal interview.
4. Submit Miller Analogies Test scores for purposes of evaluation and guidance.
5. Submit a log of undergraduate clinical practicum.
6. Submit three letters of recommendation.
7. Submit a 250-word essay describing future goals and aspirations.

**Admission to Degree Candidacy**

1. The applicant may apply for degree candidacy after having completed SPP 501, 502, and 508. Application must be made before the student has completed 15 semester hours of graduate work required for the degree.
2. During the precandidacy period, the applicant must maintain an overall GPA of 3.0.
3. The applicant must have demonstrated satisfactory performance in clinical practicum at West Chester University.

**Degree Requirements**

1. The candidate must meet the general University requirements for

**COURSE DESCRIPTIONS  
COMMUNICATIVE DISORDERS**

Symbol: SPP

**501 Foundations of Research in Speech Pathology** (3) Introduction to the scientific process and to the interpretation and application of research in the speech sciences. A research project outline required.

**502 Experimental Phonetics** (3) Study of acoustic and physiological mechanisms underlying speech production and perception. Current theoretical models are reviewed and analytical instrumentation demonstrated. Students are provided with laboratory experiences to complement lecture materials.

**508 Neurology of the Speech and Hearing Mechanism** (3) This course provides the student with information concerning the neuroanatomical and neurophysiological mechanisms underlying the speech and hearing process.

**523 Voice Disorders** (3) Examination of classification, etiology, diagnosis, and therapy for functional, organic, and psychological voice disorders.

**524 Fluency Disorders** (3) Consideration of the nature, causes, diagnosis, and treatment of stuttering and related disorders of speech flow. Critical review of pertinent research.

**526 Articulation Disorders** (3) Theoretical considerations, research findings, and clinical practices concerning disordered speech sound production.

**535 Language Disorders of Children** (3) Linguistic and neurological aspects of behavior

relative to disorders of language in children. Review of etiology, assessment, and treatment.

**536 Aphasia** (3) Study of the behaviors associated with language disorders in adults. Emphasis on etiologies, symptoms, assessment, and rehabilitative procedures.

**543 Therapy for the Hearing Impaired** (3) Evaluative and therapeutic materials and methods applicable to the improvement of communication in hard-of-hearing individuals. PREREQ: SPP 546 or equivalent.

**546 Aural Rehabilitation** (3) Medical, prosthetic, and educational approaches to aural rehabilitation for children and adults.

**547 Audiometry** (3) Lecture/laboratory course in the measurement of hearing.

**550 Advanced Diagnostic and Therapeutic Methods in Speech Pathology** (3) Current and advanced evaluative methods and materials applicable to the diagnosis and remediation of communication disorders.

◆ **551 Graduate Clinical Practicum** (3) Supervised practice in the Speech and Hearing Clinic. Designed to increase diagnostic and therapeutic skills with children and adults who have communication problems.

◆ **552 Affiliation Practicum** (3, 6, 9) Supervised practice in an affiliated clinic or school. Designed to increase diagnostic and therapeutic skills with children and adults who have communication disorders. PREREQ: SPP 551 and permission of the department.

**560 Seminar in Speech Pathology** (3) Selected theoretical and clinical areas of speech pathology

the master's degree, including completion of all required courses, with an overall GPA of 3.0.

2. The nonthesis candidate must perform satisfactorily on a comprehensive written and oral examination, which may not be taken before the student's final semester of course work. Those who fail the examination may repeat it once. The interval between the two examinations may not exceed one year.
3. The thesis candidate does not take the comprehensive examination but is required to participate in an oral defense and provide documentation that she/he has taken the ASHA certification examination.
4. The candidate must satisfactorily complete SPP 501, 502, 508, 523, 524, 526, 535, 536, three semester hours of graduate clinical practicum, plus 12 additional semester hours, chosen under advisement, which must include a graduate course in audiology and a graduate course in organic disorders.
5. The student must be in continuous enrollment. Exceptions may be granted by submitting a written request to the graduate coordinator.
6. The M.A. requires the completion of 350 hours of clinical practicum, with a minimum of 250 hours required at the graduate level. These hours of clinical experience must be obtained in three distinctly different clinical settings. In order to earn the required practicum hours, most students will need to register for several semesters of clinical practicum; however, no more than three semester hours of graduate clinical practicum may be counted toward the 39 semester hours required for the degree.

**Certification Programs**

Candidates for the Master of Arts in communicative disorders may be recommended for the Certificate of Clinical Competence in Speech Language Pathology issued by the American Speech-Language-Hearing Association. They may also be recommended for the Pennsylvania Instructional I Certificate upon satisfactory completion of additional, required course work and clinical practicum.

and related disciplines. Topics vary each semester according to research developments and student needs.

**561 Seminar in Audiology** (3) Selected areas in audiology and related disciplines. Topics vary each semester according to developments in research and student needs.

**562 Research Seminar** (3) Development of an individual research project of the student's choice. Research design, methodology, and data analysis will be emphasized. PREREQ: SPP 501. A course in statistics is recommended.

**569 Clinical Instrumentation** (3) Evaluation, selection, use, and maintenance of electronic aids for the speech and hearing clinician. Demonstration of equipment for diagnosis, therapy, and classroom use. Students will have ample opportunity to work with tape recorders, auditory trainers, and special calibration techniques.

**570 School Language, Speech and Hearing Programs** (3) Orientation to and observation of the organization, administration, and operation of school speech-language and hearing programs (preschool through grade 12).

**573 Administration and Supervision of Speech and Hearing Programs** (3) Nature and scope of supervisory positions in speech and hearing programs. Emphasis on administrative problems.

**580 Orofacial Anomalies** (3) Comprehensive consideration of the nature, causes, diagnosis, and treatment of communication disorders associated with orofacial anomalies, particularly cleft lip and cleft palate.

◆ This course may be taken again for credit.

589 Neuromuscular Disorders (3) Nature, causes, diagnosis, and treatment of communication disorders associated with neuromuscular dysfunction, with particular attention to the cerebral palsy.

590 Independent Study (1-3) Individualized research projects, reports, and/or readings in speech pathology or audiology under faculty supervision. PREREQ: Approval of department chairperson.

598 Workshop in Communicative Disorders (3)  
610 Thesis (1-6)

## Computer Science – See Mathematics and Computer Science

## Counselor, Secondary, and Professional Education

207 Recitation Hall  
West Chester University  
West Chester, PA 19383  
(215) 436-2958

Dr. Kahn, Chairperson  
Dr. Deischer, Assistant Chairperson  
Dr. Gadaletto, Coordinator of Graduate Studies

### PROFESSORS

Harry H. Deischer, Ed.D., *University of Pennsylvania*  
Angelo F. Gadaletto, Ph.D., *University of Virginia*  
Charles W. Good, Ed.D., *Temple University*  
Yi-Ming Hsu, Ed.D., *University of Georgia*  
Wallace J. Kahn, Ph.D., *University of Maryland*  
Shirley A. Walters, Ed.D., *Temple University*

### ASSOCIATE PROFESSORS

Deborah S. Brown, Ph.D., *University of Delaware*  
John Holingjak, Jr., M.Ed., *Temple University*

## Counselor Education

Counselor education offers two degree programs. The first is a degree-certification program that leads to the Master of Education and the Educational Specialist I Certificate for elementary school counselors or secondary school counselors. The second leads to the Master of Science degree for persons interested in counseling in community agency and higher education settings.

A handbook describing both programs in detail is available from the department's graduate office.

### Admission Requirements

An applicant is expected to have an undergraduate degree from an accredited college or university. In addition, he or she must meet an undergraduate grade point average (GPA) entry requirement of 2.8 on a scale of 4.0.

Applicants who do not have the required undergraduate GPA of 2.8 may receive provisional status and permission to take the courses required to complete Competency Area I, where they can demonstrate academic ability by maintaining a GPA of 3.0 or better.

### Degree Requirements

Upon meeting admission criteria, students are accepted for Competency Area I. During this phase, they are evaluated for academic achievement and interpersonal relationship skills. Upon successful completion of Competency Area I and departmental recommendations (i.e., formal approval for degree candidacy), students become degree candidates for the remainder of the program,

Richard D. Parsons, Ph.D., *Temple University*  
William J. Rahn, M.Ed., *Temple University*  
Jay Silverman, Ph.D., *New York University*

### ASSISTANT PROFESSORS

David L. Bolton, Ph.D., *Florida State University*  
Cynthia Haggard, Ed.D., *Indiana University*  
Stephanie L. Hinson, Ed.D., *University of Virginia*  
John L. Hynes, Ed.D., *State University of New York at Albany*  
Robert S. Kurzinsky, Ed.D., *Nova University*  
Carol M. Napierkowski, Ph.D., *University of Connecticut*  
Patrick M. Socoski, Ph.D., *University of Pittsburgh*  
Lesley A. Welsh, Ph.D., *University of Connecticut*

### Programs of Study

The Department of Counselor, Secondary, and Professional Education offers a variety of graduate programs leading to professional certification, as well as the Master of Education and Master of Science degrees.

which encompasses advanced work and field experiences. Upon completion of the prescribed work and the adviser's recommendation, candidates must take a comprehensive examination. The degree being pursued will be granted only when the student has met the standards of the Department of Counselor, Secondary, and Professional Education. Students desiring the degree without certification may take a three-credit elective under advisement in lieu of the practicum (EDC 590 or EDC 591).

### Certification

In order to obtain the Educational Specialist I Certificate, the student must successfully complete the required practicum in an approved secondary or elementary school. This course provides an opportunity for the student, under West Chester University faculty supervision, to work closely with a professional counselor in a public school. The certificate is issued on the basis of the program approval status of the counselor education program at the University as granted by the Pennsylvania Department of Education.

### MASTER OF EDUCATION: ELEMENTARY SCHOOL COUNSELING OPTION (45-48 semester hours)

Dr. Kahn, *Program Coordinator*

Competency Area I: EDC 503, 567, 571, EDF 502	12 semester hours
Competency Area II: EDC 520, 540, 556, 572, 574, 576, 585, EDF 589	24 semester hours
Competency Area III: EDC 590, 593	6 semester hours
Complementary course work (EDA 500 or equivalent required)	3-6 semester hours

**MASTER OF EDUCATION: SECONDARY SCHOOL  
COUNSELING OPTION (45-48 semester hours)**

Dr. Napierkowski, *Program Coordinator*

Competency Area I: EDC 503, 567, 571,  
EDF 502

Competency Area II: EDC 520, 540, 556,  
573, 575, 576, 585, EDF 589

Competency Area III: EDC 591, 593

Complementary course work

12 semester hours

24 semester hours

6 semester hours

3-6 semester hours

**MASTER OF SCIENCE: HIGHER EDUCATION/POST  
SECONDARY COUNSELING OPTION (39 semester hours)**

Dr. Gadalet, *Program Coordinator*

Competency Area I: EDC 531, 567, 571,  
EDF 502

12 semester hours

Competency Area II: EDC 530, 540, 556, 578, 579

15 semester hours

Competency Area III: EDC 592, 593

6 semester hours

Complementary course work approved by  
adviser

6 semester hours

**COURSE DESCRIPTIONS  
COUNSELOR EDUCATION**

Symbol: EDC

503 Introduction to Guidance Services (3)

Historical development, philosophical foundations, and determinants of guidance services in contemporary elementary and secondary education. Special services, testing, group and individual counseling, and other elements. Guidance as a profession, ethics, current developments, and trends.

520 Counseling for Human Differences (3)

Examination of differences manifested by individuals. The purpose of the examination is to prepare counselors for designing counseling strategies appropriate to the uniqueness of the client.

530 The College Student (3) In the face of increasing demands for relevance, flexibility, and vitality in the college community, workers in higher education need to know contemporary students. Students will explore several aspects of the life and work of today's young adults.

531 Introduction to Counseling in Higher Education (3) Introduction to the type of counseling services that are provided in higher education and to the settings in which these take place.

540 Assessment Methods in Guidance (3)

Emphasis is on the test and nontest assessment of intelligence, achievement, special abilities, and aptitudes, including concepts such as reliability, validity, and standardization.

545 Psychometric Interpretation (3) A survey course involving the use of psychometrics as the vehicle for the diagnosis of learning problems. Test interpretation and reporting are emphasized.

556 Career Development Theories and Practices (3) Theories and techniques relating to career development in children, adolescents, and adults. Career development programming within the context of a systems approach is stressed.

567 Group Dynamics (3) This course in group processes focuses on the identification of the implicit and explicit role functions of the group member and the group leader. The recognition and awareness of one's behavior with multiple feedback sources is of primary concern. The major objective of this course is to initiate, develop, and master relationships in a group setting.

568 The Professional Counselor in the Elementary School (3) Role, responsibilities, and practices of the contemporary elementary school counselor. Development of the guidance program; relationship to curricula; position of the counselor with respect to administration, parents, children, and teachers.

569 The Professional Counselor in the Secondary School (3) Role, responsibilities, and practice of the contemporary secondary school counselor. Referral resources, parental conference techniques, relationship with administration and staff, curricula, and administrative aspects of the guidance program.

571 Theories of Counseling (3) The basic theories of counseling, with emphasis on historical and philosophical origins. Historical antecedents of each theory, and evaluation of the potential of each theory as a viable approach for school counselors.

572 Counseling Techniques in Elementary School (3) Practical application of basic theories and techniques of individual counseling with children in elementary school settings. The pre-practicum course includes actual counseling experience with children.

573 Counseling Techniques in Secondary School (3) Practical application of the basic theories and techniques of individual counseling with adolescents in secondary school settings. This prepracticum course includes actual counseling experience with adolescents.

574 Group Procedures in the Elementary School (3) Emphasis is on mastering the basic theories and techniques appropriate to group procedures in the elementary school. Exposure to planning, implementing, and evaluating group activities.

575 Group Procedures in the Secondary School (3) Mastery of theories and techniques basic to planning and implementing group activities in the secondary school. Evaluation of group activities is also stressed.

576 Consultation and Coordination in Guidance and Counseling (3) This prepracticum course focuses on models, mechanisms, and strategies of employing consultation and coordination in remedial and preventive interventions in educational settings. Systems analysis and

program development and evaluation will be addressed relative to consultation and coordination.

578 Counseling Techniques with Adults (3) A prepracticum experience in counseling adults. Application of principles and practices; preparation and techniques for group counseling.

579 Group Procedures with Adults (3)

Techniques for planning and implementing group procedures applicable to adults. Topics include group counseling, group guidance, multiple counseling, problem solving and decision making, task group facilitation, conflict mediation, group process and outcome evaluation, and the legal/ethical implications of group work. Each student is required to conduct a group counseling experience.

585 Contemporary Issues and Trends in Guidance (3) Contemporary issues and current trends in school guidance. The student evaluates basic positions and integrates them into the prospective role of a school counselor.

590 Practicum in Elementary Guidance (3) Supervised practice in an approved elementary school. In addition to work under the direction of a professional counselor in the school setting, the student meets on campus with the practicum supervisor for intensive seminar activities.

PREREQ: EDC 572, 574, 576.

591 Practicum in Secondary Guidance (3) Supervised practice in an approved secondary school. The student works under the direction of a professional counselor in the school setting and meets on campus with the practicum supervisor for intensive seminar activities. PREREQ: EDC 573, 575, 576.

592 Practicum in Higher Education Guidance (3) Supervised counseling experiences within the higher education system or another approved setting. A related on-campus seminar is included. PREREQ: EDC 578, 579.

593 Advanced Practicum (3) Intensive supervised counseling experience in an approved setting. The practicum consists of on- and off-campus experiences. PREREQ: EDC 590 or 591 or 592.

598 Workshop in Counselor Education (3)

599 Independent Study (1-3) Independent research and study under the direction of a faculty member. PREREQ: Permission of department chairperson and instructor.

## Secondary Education and Professional Studies

The Secondary Education and Professional Studies program is responsible for the professional courses offered for certification on the secondary level and in the Master of Education degree programs having academic concentrations. The department also offers other professional course work required in all M.Ed. programs, and some courses designed for educators and others who wish to develop new insights and to strengthen professional skills.

In addition, the department offers a Master of Education in secondary education.

### MASTER OF EDUCATION

The Master of Education program has concentrations in chemistry, French, German, history, Latin, mathematics, and Spanish, offered cooperatively by the School of Education and the College of Arts and Sciences. The academic requirements for each concentration are found under the respective department.

With this degree, students can strengthen their knowledge in the major subject area, as well as their professional knowledge and competence.

Students earning degrees in this program must be advised both by the department of the subject field and by the Department of Counselor, Secondary, and Professional Education. Students are responsible for arranging conferences with both departments to plan their programs.

#### Requirements for the Master of Education

(36 semester hours)

##### I. Professional Education Requirements\* 12 semester hours

- A. EDF 510 Educational Foundations (3)
- B. A minimum of one course from each of the following groups:

###### Group 1

- EDF 516 Resource Allocation in the Schools (3)
- EDF 520 Comparative Education (3)
- EDF 580 History of American Education (3)
- EDF 581 Philosophy of Education (3)
- EDF 589 Sociological Foundations of Education (3)

###### Group 2

- EDF 503 The Emerging Curriculum (3)
- EDF 507 Values Clarification in Human Relations (3)
- EDF 509 Contemporary Teaching Trends (3)
- EDP 531 Principles of Educational Testing (3)
- EDP 550 Advanced Educational Psychology (3)
- EDP 557 Essentials of Learning (3)
- EDP 560 Behavior Modification (3)
- EDP 569 Adolescent Development and Learning (3)
- EDS 524 Supervision of Student Teaching (3)
- EDU 502 Human Relations in the School and Community (3)

###### Group 3

- EDC 567 Group Dynamics (3)
- EDF 504 Middle School Workshop (3)
- EDF 505 Individually Prescribed Instruction (3)
- EDF 506 Design and Use of Individualized Learning Packages (3)
- EDF 570 The Community/Junior College (3)
- EDF 590 School Law (3)
- EDS 502 Secondary School Curriculum (3)
- EDU 501 Curricular Adaptations for the Disadvantaged (3)

##### II. Subject Matter Concentration

###### Requirements 20-22 semester hours

- A. Methods and Materials of Research (2-3)

- B. Academic Subject (18-20)

(See respective academic department for details)

\*Chosen in conference with the secondary education and academic advisers according to the students' needs.

##### III. Electives (Professional or Academic)\* 0-4 semester hours

###### Comprehensive Examinations

The student must perform satisfactorily on the final comprehensive examination covering the subject matter concentration and the professional education requirements.

### MASTER OF EDUCATION IN SECONDARY EDUCATION

*Dr. Hynes, Program Coordinator*

This program, another option within the Master of Education shown immediately above, is designed primarily to strengthen the professional knowledge, skills, and understanding of the graduate student and of teachers in service, and to make their preparation more relevant to a variety of educational situations. It also provides the professional background for dealing effectively with problems encountered in secondary schools. Its 15 semester-hour elective area allows students to strengthen their knowledge in the subject.

###### Admission Requirements

In addition to meeting admission requirements of the University, the student must:

1. Be approved by the Department of Counselor, Secondary, and Professional Education for graduate work.
2. Attain an acceptable score on the Graduate Record Examination or the Miller Analogies Test. It is strongly recommended that the applicant have a valid teaching certificate. Applicants whose certification is not in secondary education may, at the department chairperson's discretion, be required to take course work beyond the minimum semester-hour requirements for the degree.

Upon admission, students will be assigned advisers who will help them to outline the appropriate program. All work for the program must be approved by the adviser and the departmental graduate committee.

###### Requirements for Admission to Degree Candidacy

During the precandidacy period, the student must:

1. Attain full status, if admission status to the program was provisional.
2. Complete these required courses: EDF 500 and 510, and EDP 550.
3. Achieve a minimum overall grade point average (GPA) of 3.0 and a minimum GPA of 3.0 in the required courses in the area of concentration.
4. Show evidence of academic, personal, and professional qualities that satisfy the adviser and the departmental graduate committee.

###### Comprehensive Examination

Students must perform satisfactorily on a written comprehensive examination, which is given at least once in each semester and in the summer session.

To be eligible, students must have:

1. Taken the required courses: EDF 500 and 510, and EDP 550.
2. Completed 28 semester hours of work, including the nine semester hours of required courses and 12 semester hours from the area of concentration.
3. Attained a minimum overall average of 3.0 and a minimum average of 3.0 in the required courses and the courses in the area of concentration.
4. Received their advisers' recommendations and the approval of the departmental graduate committee.

Students who fail the comprehensive examination are allowed a second attempt. A second failure terminates candidacy.

###### Requirements for the Master of Education in Secondary Education

(36 semester hours)

###### I. Required Courses

EDF 500 and 510, EDP 550

9 semester hours

<b>II. Area of Concentration Requirements</b>	12 semester hours	<b>III. Electives</b>	15 semester hours
A minimum of 12 semester hours must be selected from the following: EDF 503, 504, 505, 506, 507, 509, 515, 516, 520, 570, 580, 581, 589, 590; EDP 531, 557, 560, 561, 569; EDS 502, 524, 599; EDU 501, 502		The electives may be from courses listed above, or from courses in the student's teaching field. They may also be a combination of both.	

## COURSE DESCRIPTIONS FOUNDATIONS

Symbol: EDF

**500 Methods and Materials of Research in Education** (3) Historical, descriptive, and experimental methods of research. Methods for locating, evaluating, interpreting, and reporting research data. Each student prepares a research prospectus.

**501 Methods and Materials of Research for Elementary Education** (3) Historical, descriptive, and experimental methods of research. Methods for locating, evaluating, interpreting, and reporting research data. Introduction to graduate study for elementary majors.

**502 Methods and Materials of Research for Counselor Education** (3) Designed to enable the counselor to read experimental, quasi-experimental, descriptive, and correlational research reported in the professional journals. Both univariate and multivariate designs are emphasized.

**503 The Emerging Curriculum** (3) Curriculum trends in the 1980s and 1990s, focusing on various reform efforts and including issues of race, gender, class, and ethnicity.

**504 Middle School Workshop** (3) Philosophy, administration, curriculum, staff, and facilities necessary for the most efficient educational experience in the intermediate levels of school.

**505 Individually Prescribed Instruction** (3) Individually prescribed instructional techniques as applied in the classroom and intensive learning centers. Techniques of academic diagnosis, prescription production, and electronic learning. Students will have an opportunity to work directly with hardware and software components of an intensive learning center. (May be arranged as a workshop.)

**506 Design and Use of Individualized Learning Packages** (3) A review of commercially available individualized learning activity packages that permit students to progress through a learning continuum at their own pace. Students will be required to design and construct individualized learning packages in their teaching areas.

**507 Values Clarification in Human Relations** (3) Knowledge of the theories of the values clarification processes as defined by Simon and others. Skills in application of the values clarification processes in personal decisions, in the classroom, and in society. (May be arranged as a workshop or as modularized independent study.)

**509 Contemporary Teaching Trends** (3) Team teaching, programmed instruction, and various media of communication in the elementary and secondary schools are evaluated. Effective adaptation to newer practices is emphasized.

**510 Educational Foundations** (3) History of education, integrated with educational philosophy and thought; the long evolution of education theory and issues.

**515 Federal and State Role in Education** (3) The past, current, and future role of the federal and state governments in education in the United States. Emphasis on applications to the Commonwealth of Pennsylvania. Impact of federal legislation since 1958.

**516 Resource Allocation in the Schools** (3) The relationship between the American economy and the efficient allocation of resources within school systems will be examined. Designed for teachers, administrators, school board members, and parents.

**520 Comparative Education** (3) Major problems of education in a number of other countries are related to similar problems in the United States. Contrasting purposes and philosophies, and differences in organization and administration are analyzed.

**570 The Community/Junior College** (3) An analysis of the programs, problems, and students of a two-year college. Emphasis on the development, special philosophies, and current issues relating to the community or junior college. Designed for students preparing to be teachers and/or administrators in these colleges.

**580 History of American Education** (3) Nature and direction of American education, studied through individual and group research.

**581 Philosophy of Education** (3) Selected philosophies and their influence on educational principles and practices in a democratic social order.

**589 Sociological Foundations of Education** (3) Study of the socio-cultural influences on the structure of American educational institutions.

**590 School Law** (3) Legal structure for educational organization on state, intermediate, and local levels. Legal status of the board of education; legal responsibilities of the teacher; legal responsibilities of the board of education to the student.

**598 Workshop in Secondary Education** (3)

**599 Workshop in Professional Education** (3)

## EDUCATIONAL PSYCHOLOGY

Symbol: EDP

**531 Principles of Educational Testing** (3) Designed to develop in teachers the skills important in the three areas of educational testing: teacher-made tests (objective and essay); computerized programs for grading and reporting results and for improving the test quality through item-analysis procedure; and the evaluation of the psychometric characteristics of standardized tests.

**550 Advanced Educational Psychology** (3) Processes by which skills, understanding, concepts, and ideals are acquired; teaching practices in relation to basic research concerning learning; similarities and differences in theories of learning.

**557 Essentials of Learning** (3) Study of the applications of learning theory to classroom teaching, with emphasis on those principles derived from classical and operant conditioning. Retention and transfer of learning also considered.

**560 Behavior Modification** (3) Study of principles of classical and operant conditioning as they relate to the modification of student behavior in residential and educational settings. Emphasis on such areas as classroom discipline, student values, and student study habits.

**569 Adolescent Development and Learning** (3) Mental, physical, emotional, and social development and behavior of the adolescent with emphasis on various types of learning. Case studies are used.

**598 Workshop in Educational Psychology** (3)

## SECONDARY EDUCATION

Symbol: EDS

**502 Secondary School Curriculum** (3) Current practices and trends in reorganizing the secondary school curriculum in the major academic areas. The various integrating techniques. Curriculum development.

**524 Supervision of Student Teaching** (3) Designed for teachers who cooperate, or expect to cooperate, in West Chester University's student teaching program. Basic principles, practices, materials, and resources for an effective student teaching program. PREREQ: Certification for teaching.

**590 Independent Study** (1-3) Enrollment by permission only; number of credits determined by department.

**599 Workshop in Secondary Education** (3)

## Educational Research

Dr. Hsu, *Program Coordinator*

The School of Education offers a degree program leading to the Master of Science in educational research. The degree is designed primarily for those desiring research positions in local school districts, but it is also appropriate for research positions in colleges and universities, community colleges, governmental agencies, regional educational laboratories, and industry.

### MASTER OF SCIENCE IN EDUCATIONAL RESEARCH

#### Admission Requirements

To be admitted to the program, the applicant must have:

1. A minimum overall GPA of 2.5 in undergraduate studies and 2.75 in the major field.
2. Satisfactory performance on the Graduate Record Examination Aptitude Test.
3. Personal interview with the coordinator of the program.

Any candidate admitted to graduate study, but not to the degree program in educational research, may take RES courses with the permission of the coordinator. There is no guarantee that courses taken by a nondegree student may later satisfy degree requirements for the M.S. in educational research.

#### Degree Requirements

1. Satisfactory completion of the curriculum outlined below.
2. An overall GPA of 3.0 in graduate courses taken in the degree program.
3. Satisfactory performance on the comprehensive examination.
4. Completion of a research report or master's thesis, approved by the coordinator.

#### Requirements for Admission to Degree Candidacy

Upon completion of 12 semester hours, which must include PSY 501 (Introductory Statistics for the Behavioral Sciences) and EDF 500 (Methods and Materials of Research in Education), candidates will be advanced to degree candidacy, provided they have maintained a minimum GPA of 3.0 and passed a qualifying examination.

#### The Internship

After mastery of the core courses (EDF 500, PSY 501 and 502, and RES 520), students will serve an internship with an outside agency, or

in the Office of Institutional Research conducting educational research. During this period, students will use the skills they have developed to design and conduct a research project under the joint supervision of University and/or host institutional personnel.

#### The Comprehensive Examination

To be eligible for the comprehensive examination, the candidate must:

1. Have completed at least 28 semester hours and all core courses prior to the semester in which the examination is taken.
2. Have maintained an overall GPA of at least 3.0.

Candidates must indicate by letter their intention to take the examination. The coordinator should receive this letter within the first 10 days of the semester in which the candidate wants to take the examination.

Candidates who fail the comprehensive examination are permitted one re-examination after an interval of at least one semester but not more than two years.

#### Master of Science in Educational Research

(36-39 semester hours)

- CSC 550 Computers in Education (3)  
 EDC 540 Assessment Methods in Guidance (3)  
 EDF 500 Methods and Materials of Educational Research (3)  
 EDF 510 Educational Foundations (3)  
 EDP 531 Principles of Educational Testing (3)  
 EDP 550 Advanced Educational Psychology (3)  
 PSY 501 Introductory Statistics for the Behavioral Sciences (3)  
 PSY 502 Advanced Statistics for the Behavioral Sciences (3)  
 RES 520 Research Design (2)  
 RES 590 Independent Study in Educational Research (1-3)  
 RES 592 Internship Program in Educational Research (3)

Optional:

- RES 650 Research Report (3) plus three-credit elective or  
 RES 610 Thesis (3)

#### Elective courses:

- CSC 510 Computer Programming and Numerical Methods (3)  
 EDP 540 Methods of Program Evaluation (3)  
 PSY 526 Program Evaluation (3)  
 Others to be determined by program coordinator.

#### COURSE DESCRIPTIONS

##### EDUCATIONAL RESEARCH

Symbol: RES

520 Research Design (3) Principles for efficient design of experiments and other types of observational programs. Sampling techniques, methods of analysis, threats to valid inference. PREREQ: PSY 501.

590 Independent Study in Educational Research (1-3) Research project, reports, readings in educational research. PREREQ: Coordinator's approval.

592 Internship Program in Educational Research (3) Opportunity for students to design, conduct, and analyze a study and to prepare a report of the research. The internship is served in

local educational agencies, county offices, federal project centers, the Pennsylvania Department of Education, or other research environments. The intern is supervised by both host and University personnel.

610 Thesis (3)

650 Research Report (3)

## Environmental Education

Mr. John Holingjak, *Coordinator*

Graduate students interested in developing a concentration in the area of environmental education may elect from the following courses.

### COURSE DESCRIPTIONS ENVIRONMENTAL EDUCATION

Symbol: EDO

**505 Conservation Education Curriculum (K-12)** (3) Conservation education as it exists in the present school curriculum and ways to integrate conservation into elementary and secondary school disciplines. Characteristics, interrelationships, and uses of our natural resources; problems and policies of industrial management in conservation as they relate to the school curriculum.

**510 Methods in Conservation Education (3)** Basic concepts and practices of conservation and outdoor education and their role in the school program.

**511 Environmental Education Workshop (3)** A field-centered learning experience. Designed to integrate the wide range of backgrounds and interests among the participants. Based on West Chester campus and/or the campuses of other universities.

**515 History of Conservation (3)** Development of the conservation movement in the U.S. with

emphasis on the progressive adaptation of conservation to our changing social and economic order.

**520 Organization and Administration of Outdoor Education (3)** Basic concepts of outdoor education: the role of outdoor education in the school program; the initiation and administration of outdoor education.

**525 Independent Studies in Environmental Education (3)** Special research projects, reports, and readings in conservation and outdoor education. PREREQ: Permission of coordinator.

**598 Workshop in Environmental Education (3)**

## Urban Education

Dr. Kahn, *Coordinator*

Graduate students interested in developing a concentration in the area of urban education may elect from the following courses.

### COURSE DESCRIPTIONS URBAN EDUCATION

Symbol: EDU

**501 Curricular Adaptations for the Disadvantaged (3)** Curricular innovations that attempt to aid the culturally disadvantaged in developing

skills necessary for maximum personal adjustment to society. Survey of urban problems and their relationships to inner-city schools.

**502 Human Relations in the School and Community (3)** Intensive study of the inner-city community and its close relationship with the

school society. Analysis of prejudice and its implication in community and school power structures.

**590 Independent Study (1-3)**

**599 Workshop in Urban Education (3)**

## Criminal Justice

200 Ruby Jones Hall  
West Chester University  
West Chester, PA 19383  
(215) 436-2647

Dr. Greenberg, *Chairperson*  
Dr. Metz, *Coordinator of Graduate Studies*

### ASSOCIATE PROFESSORS

Saul H. Greenberg, J.D., *University of Baltimore*  
Harold W. Metz, Ed.D., *West Virginia University*  
Jana L. Nestlerode, J.D., *Widener University*

### ASSISTANT PROFESSORS

Reginald Nealy, M.H.S., *Lincoln University*  
Anthony W. Zumpetta, Ed.D., *Indiana University of Pennsylvania*

### Program of Study

West Chester University offers a Master of Science degree in criminal justice which is multidisciplinary, career oriented, and the basis for pursuit of further graduate study.

### Admission Requirements

All students must meet the general requirements for admission to a graduate degree program at West Chester University. Applications

are processed by the Office of Graduate Studies. Upon receipt of all necessary credentials, the Office of Graduate Studies will forward the materials to the Department of Criminal Justice for further consideration and approval. There is no test requirement (GRE or MAT) for admission to the program. To receive additional information or to schedule a personal interview, contact the graduate coordinator.

### Degree Requirements

The following requirements must be met by all candidates prior to receiving the Master of Science degree in criminal justice:

1. The candidate must complete a minimum of 36 semester hours of course work with a cumulative grade point average (GPA) of 3.0 (based on a 4.0 system).
2. The candidate must pass a comprehensive examination.

### MASTER OF SCIENCE IN CRIMINAL JUSTICE (36 semester hours)

Required Courses	15 semester hours
CRJ 500 History and Philosophy of Law and Justice (3)	
CRJ 503 Criminal Behavior (3)	
CRJ 508 Research Design and Analysis (3)	
CRJ 509 Criminal Law and Procedure (3)	
CRJ 600 Proseminar (3)	
Criminal Justice Electives	18 semester hours
Noncriminal Justice Elective	3 semester hours

**COURSE DESCRIPTIONS****CRIMINAL JUSTICE**

Symbol: CRJ

**500 History and Philosophy of Law and Justice** (3) This course is intended to aid the beginning graduate student in understanding the historical and philosophical influences on the American criminal justice system, and examine and analyze various other systems of criminal justice found in divergent and dissimilar cultures.

**503 Criminal Behavior** (3) This course is designed to help the student understand behavior by comparing criminal with normal behavior. It is a survey course that reviews types of abnormal behavior and mental disorders, methods of diagnosis, and treatment. Also included is an understanding of criminal behavior as it applies to abnormality.

**504 Resolution of Internal Personal Conflicts** (3) This course is designed so that students can develop personal effectiveness in group situations. Emphasis will be on the development of competence in group leadership, ability to translate the group experience into positive decisions about self and environment, and the ability to recognize changes that have affected one's life. The knowledge gained from this course will assist students in relating to other persons in their personal, social, and professional lives.

**505 Theories of Criminal Justice** (3) This course is a survey of historical and contemporary attempts to explain the phenomena of crime and criminal behavior from the perspectives of sociology, psychology, economics, biology, and law. Emphasis will be placed on the examination of contemporary theories and the analysis of evidence supportive of various theoretical positions.

**506 Criminal Justice Management** (3) This course is intended to aid in the instruction of graduate students who are potential candidates for administrative positions. It brings together the most appropriate concepts from the various approaches and problems of management, e.g., staffing, decision making, motivation, leadership, communication, and control.

**507 Ethical Issues in Criminal Justice** (3) This course is designed to identify and examine ethical issues among practitioners and students in the criminal justice field. Such issues include the discretionary power of arrest, the use of deadly force, the decision to prosecute, participation in plea bargaining, representation of the guilty, and the imposition of punishment.

**508 Research Design and Analysis** (3) This course is intended to introduce the graduate student to the process of social research. It discusses research concepts such as problem identification, data collection, data analysis, hypothesis testing, and the development of conclusions and recommendations.

**509 Criminal Law and Procedure** (3) This course is designed to encompass the basic concepts

of criminal law and then to examine criminal procedure in greater depth. It will teach not only the foundations of these fields of study, but will also bring to light the reasons underlying these foundations and the latest developments from the U.S. Supreme Court. This will be accomplished through the reading and analysis of selected cases and statutes.

**510 Criminal Justice Planning** (3) This course is intended to aid in the instruction of graduate students who are potential candidates for planning, evaluation, or administrative positions. Given the newness of criminal justice planning, this course represents a beginning effort of a comprehensive discussion and review of organizational planning, as well as program and personnel evaluation.

**520 Major Case Management** (3) This course introduces some of the investigative and administrative techniques used in major crimes. Focus will be placed on early recognition of crime dimensions for precise applications and control of available personnel, equipment, and resources.

**522 White-Collar Crime** (3) This course analyzes the usually nonviolent criminal conduct variously described as white-collar crime, official corruption, systematic crime, corporate crime or violations of trust that are characterized by calculation, deceit, and personal enrichment in one's job or profession. The influence of organized crime is also explored.

**524 Juvenile Law** (3) This course will bring together the leading cases that have reached the Supreme Court, as well as other important federal- and state-court decisions relating to the juvenile justice process.

**526 Policing in America** (3) This course is designed to examine current policing strategies and political issues that have developed as a result of those strategies. It will also explore the future of policing in America and present several interdisciplinary approaches to new theoretical perspectives.

**530 Interviewing and Counseling the Offender** (3) In this course, techniques of counseling applicable to law enforcement and corrections officers are explored. Areas of study include the initial interview, interrogation, handling the informer, manipulative behavior of offenders, report writing, and the exit interview. Role playing and sociodrama are used.

**532 Correctional Law** (3) This course is designed to provide practitioners who are involved in the correctional process with a basic introduction into the emerging field of law in this area. It also encourages understanding the rights and responsibilities of those convicted of crimes.

**535 Assessment of the Offender** (3) This course will develop one's ability to understand, recognize, describe, and interpret psychometric measures associated with juvenile and adult

offenders. The student will develop an understanding of the use of tests in the criminal justice field.

◆ **555 Topical Seminar in Criminal Justice**

(3) This course will provide an intensive examination of a selected area of study in the field of criminal justice. Topics will be announced at the time of offering.

**560 Notable Criminal Cases** (3) In this course, selected factual accounts of criminality and criminal behavior over the past 75 years are analyzed. Selection of cases is based on notability and continual dispute.

**566 Contemporary Issues in Corrections** (3) This course is designed to analyze contemporary issues in the area of corrections. Such issues will include flat-time sentencing, private corrections, diversion, prison industries, inmate unions, and the elimination of parole.

**570 Women, Elderly, and Crime** (3) This course is intended to introduce graduate students to the specific problems and conditions associated with crimes perpetrated by women and the elderly and on victimization. This course will focus on the criminology, the law, and the response of the criminal justice system to the uniqueness of crimes involving women and the elderly.

**582 Contemporary Legal Issues** (3) This course will pose to the student the polyphotonous nature of many issues within the criminal justice system, with a view to finding a practical resolution. The pros and cons of the most controversial and the most contemporary legal issues will be examined. Students will be required to perform some independent research and share the results with classmates.

**590 Practicum** (1-6) A field experience (internship) program for preservice students only.

**599 Independent Studies in Criminal Justice** (1-3) This course will entail research projects, reports, and readings in criminal justice. Approval of the department chairperson is required.

**600 Proseminar** (3) Each graduate student will be expected to participate in a proseminar. The end result of this seminar will be a completed research paper evaluated on the basis of selection of topic and quality of research. PREREQ: CRJ 508.

**610 Thesis** (6) Bound and shelved in the library, the thesis represents the student's ability to plan, organize, and direct a research effort designed to discover, develop, or verify knowledge.

◆ **999 Transfer Credits** (3-6)

NOTE: The Department of Criminal Justice has approved the following undergraduate courses for graduate credit when scheduled with the approval of the student's adviser or department chairperson: CRJ 400, 430, 435, 455, 461, 462, 482, 487, and 496. No more than six credits from these courses may be applied to the graduate degree.

◆ This course may be taken again for credit.

**Earth Science – See Geology and Astronomy**

**Economics – See Business**

**Elementary Education – See Childhood Studies and Reading**

## English

541/531 Main Hall  
West Chester University  
West Chester, PA 19383  
(215) 436-2745 / 436-2822

Dr. Hunsberger, *Chairperson*

Dr. Sabol, *Coordinator of Graduate Studies*

### PROFESSORS

Michael W. Brooks, Ph.D., *University of Toronto*  
Joseph Browne, Ph.D., *University of Pennsylvania*  
John L. Gaunt, Ph.D., *University of Maryland*  
Paul D. Green, Ph.D., *Harvard University*  
John P. Kent, Ph.D., *University of Illinois*  
Dwight L. McCawley, Ph.D., *University of Illinois*  
Lynette McGrath, Ph.D., *University of Illinois*  
Kostas Myrsiades, Ph.D., *Indiana University*  
C. James Trotman, Ed.D., *Columbia University*  
Robert H. Weiss, Ph.D., *Temple University*

### ASSOCIATE PROFESSORS

Christopher Buckley, M.F.A., *University of California-Irvine*  
William D. Fordyce, Ph.D., *Harvard University*  
Claude Hunsberger, Ph.D., *University of Wisconsin*  
John T. Kelly, Ph.D., *University of Oklahoma*  
Elizabeth Larsen, Ph.D., *University of Wisconsin – Milwaukee*  
Michael A. Peich, M.A., *University of Pennsylvania*  
William G. Prater, Ph.D., *Ohio University*  
C. Ruth Sabol, Ph.D., *University of Wisconsin*  
Judith Scheffler, Ph.D., *University of Pennsylvania*  
Carol Shloss, Ph.D., *Brandeis University*  
John W. Ward, Ph.D., *University of Delaware*

### ASSISTANT PROFESSORS

T. Obinkaram Echewa, Ph.D., *Syracuse University*  
Alan W. France, Ph.D., *Texas Christian University*  
Dennis Godfrey, Ph.D., *University of Michigan*  
Jane E. Jeffrey, Ph.D., *University of Iowa*  
Paul L. Maltby, Ph.D., *Sussex University*  
Garrett Molholt, Ph.D., *University of Wisconsin*  
John T. Newcomb, Ph.D., *Duke University*  
Patricia A. Pfleiger, Ph.D., *University of Minnesota*  
Geetha Ramanathan, Ph.D., *University of Illinois*  
Luanne Smith, M.F.A., *Pennsylvania State University*  
Lulu C. H. Sun, Ph.D., *University of Michigan*

### Program of Study

The Department of English offers the Master of Arts in English. The Master of Arts permits the student to attain a number of goals. It furthers scholarship and learning in literature, language, and writing, providing the student with experience in critical reading and writing skills; the M.A. may be a preface to doctoral study or provide a foundation for teaching in high schools, community, or junior colleges. The Department of English also participates in an interdisciplinary program leading to the Master of Arts in Teaching English as a Second Language. (See Teaching English as a Second Language.)

In addition, the Department of English welcomes students who wish to take courses for professional growth and provides assistance and advice to students wishing to acquire teaching certification in English.

### Admission Requirements

The applicant must (1) meet the general requirements for admission to degree study at West Chester University (see appropriate pages at the beginning of the Graduate Catalog); (2) submit a 5-6 page writing sample; (3) submit results of the General Aptitude Test of the Graduate Record Exam; (4) satisfy other departmental admission requirements established in consultation with the graduate coordinator; (5) take additional graduate and/or undergraduate courses when considered necessary.

### MASTER OF ARTS IN ENGLISH

(33 semester hours)

#### Required

9 semester hours

ENG 500 and ENG 501 (or equivalent methods and theory courses as required for different concentration options listed under Option II) to be taken before the completion of 12 semesier hours of graduate credit.

ENG 620 M.A. Essay (about 40 pages) to be completed at the end of course work under the direction of an adviser *selected in consultation with the graduate coordinator*. An oral defense of this essay also will be required.

#### Course Selection Options

24 semester hours

In addition to the three required courses specified above, all students will take eight courses *selected in consultation with the graduate coordinator* according to one of the following options:

#### OPTION 1

1. any medieval course
2. any 16th/17th-century British course
3. any Restoration/18th-century British course
4. any 19th-century British course
5. any 20th-century British course
6. any pre-20th-century American course
7. any 20th-century American course
8. a free elective chosen in an area relevant to the topic of the M.A. Essay

Option I is especially recommended for students who do not already have a strong undergraduate record in English.

#### OPTION II

1) four courses chosen from four of the areas listed above; students whose concentration area is composition and rhetoric will take three courses chosen from three of the areas listed above and one English language course.

2) four courses chosen in a concentration area, such as composition and rhetoric; creative writing; comparative literature; medieval; Renaissance; 18th-century, 19th-century, 20th-century British and/or American; women's literature; African-American and ethnic literature; linguistics, etc. In some concentrations, the methods and theory courses will be specific to the concentration. Concentrations may be proposed by studenis, but they should be chosen early in the

student's program and must be approved by the graduate coordinator. The M.A. Essay should be written in the area of the concentration. One course in the concentration may be a compatible course from another department. For more information concerning graduate

work in English, including course listings for possible concentrations and precise specifications for the M.A. Essay, see the *Handbook for Graduate English Studies* available from the English graduate coordinator.

## COURSE DESCRIPTIONS

### ENGLISH

Symbol: ENG

#### GENERAL TOPICS AND THEORY

##### 500 Methods and Materials of Research (3)

Basic techniques and procedures in research. The major types of research and the methods of locating, evaluating, and interpreting evidence. Includes the preparation of a research outline and paper.

##### 501 Literary Theory (3)

Study of various methods of literary theory and analysis; the application of these methods to specific works of literature.

##### 502 History of Criticism (3)

A historical study of literary criticism and aesthetic theory from Plato and Aristotle to the present.

##### 503 Feminist Literary Criticism (3)

A study of the development of feminist criticism and different schools of feminist literary theory. Application of feminist theory to specific texts.

##### 507 Literature Seminar (3)

Variable topics announced each time the course is offered.

#### ENGLISH LITERATURE

##### 517 Beowulf (3)

An analysis of the full poem in Old English. Emphasis on the artistic, linguistic, and historic values. PREREQ: ENG 584 or equivalent.

##### 518 Chaucer (3)

A study of the *Canterbury Tales* and *Troilus and Criseyde*.

##### 519 16th-Century Poetry and Prose (3)

A survey of the major poetry and prose written in England during the Tudor period from Skelton to Shakespeare.

##### 520 Spenser and Milton (3)

The major works of Spenser and Milton studied in relation to the intellectual climate of the Renaissance. Emphasis on *The Faerie Queene* and *Paradise Lost*.

##### 521 Major Renaissance Writers (3)

An in-depth study of major figures in the Renaissance. Intellectual background and literary influences.

Variable topics.

##### 522 English Drama to 1642 (3)

A survey of English drama (exclusive of Shakespeare) from its medieval beginnings to the closing of the theatres in 1642.

##### 523 Shakespeare's Sisters (3)

Poetry, prose, and drama by Renaissance women writers. Includes Elizabeth I, Mary Wroth, Elizabeth Cary, Amelia Lanier, Katherine Philips, Bathsheba Makin, and others. Topics addressed include women's education, attacks on and defenses of womankind, love poetry by men and women, heroic women, and "a woman's place."

##### 525 Shakespeare's Tragedies and Histories (3)

Histories and tragedies read with analysis of dramatic and poetic effects.

##### 526 Shakespeare's Comedies and Poems (3)

The comedies analyzed. The poems read in relation to Shakespeare's developing dramatic and poetic power.

##### 527 17th-Century Poetry and Prose (3)

An in-depth study of the major poets and prose writers from Donne to Milton.

##### 529 18th-Century Poetry and Prose (3)

A study of the literature of the era, with emphasis on the cultural context, aesthetic theory, and the evolution of poetic techniques.

##### 530 Restoration and 18th-Century Drama (3)

Critical history of the British drama from the reopening of the theatres to Sheridan. Major playwrights and study of theatre history.

##### 531 18th-Century British Novel (3)

A study of the rise of the novel and its development in the 18th century. Defoe, Richardson, Fielding, Smollett, and Sterne.

##### 533 Romantic Poetry and Prose (3)

The poetry and prose of the early 19th century with emphasis on the five major poets (Wordsworth, Coleridge, Byron, Shelley, and Keats) and three major essayists (Lamb, Hazlitt, and De Quincey).

##### 534 Victorian Poetry (3)

A study of Tennyson, Browning, Arnold, Hopkins, Swinburne, and Hardy.

##### 535 Culture and Society in the 19th Century (3)

A study of Victorian literature against its social and intellectual background.

##### 536 19th-Century British Novel (3)

The British novel from Scott to Hardy.

##### 537 20th-Century British Novel (3)

A study of the British novel from 1914 to the present. Among the novelists to be studied are Conrad, Ford, Forster, Lawrence, Woolf, Waugh, Green, Murdoch, Spark, and Golding.

##### 538 20th Century British Poetry (3)

A comprehensive study of the major British poets from 1890 to the present: Dowson, Housman, Hardy, Owen, Yeats, Eliot, Thomas, Lawrence, and Auden.

##### 539 Major 20th-Century Irish Writers (3)

A comprehensive study of significant Irish writers of the 20th century: Yeats, Joyce, O'Casey, Synge, O'Connor, O'Faolain, Beckett, and Shaw.

##### 540 Joyce and Beckett (3)

Detailed critical analysis of Joyce's *Dubliners*, *A Portrait of the Artist as a Young Man*, *Exiles*, and *Ulysses*; Beckett's drama and novels.

##### 541 20th-Century Drama (3)

Principal British and American playwrights from Shaw to Pinter and Albee.

##### ◆ 544 Seminar in English Literature (3)

Topic announced when offered.

#### AMERICAN LITERATURE

##### ◆ 547 American Literary Movements (3)

Major movements in the development of American literature. Influence of leading writers on literary concepts, trends, and critical dicta. Topics announced when offered.

##### 548 Hawthorne and Melville (3)

A study of their works and representative literary criticism.

##### 549 Twain and James (3)

A study of their works and representative literary criticism.

##### 550 Computers and the Humanities (3)

Applications and demonstrations of the role and use of computers in the humanities.

##### 551 Hemingway and Faulkner (3)

The works of Hemingway and Faulkner and the literary relationship of these works.

##### 557 Major 20th-Century American Poets (3)

A close study of several major, modern American poets.

##### 558 20th-Century American Writers (3)

Major writers and literary movements from 1900 to the present. Topics announced when offered.

##### 560 Urbanism and the American Imagination (3)

A study of the impact of urbanism on American literature and art.

##### 562 Modern African-American Literature (3)

An intensive study in themes and trends in modern African-American literature.

##### 563 African-American Women Writers in America (3)

Writings from the Colonial period to the present. A survey of the forms of expression used by these writers and the themes of gender, race, and class that challenge and redefine the image of women in an American and African-American context.

##### ◆ 564 Seminar in American Literature (3)

Variable topics announced when offered.

#### COMPARATIVE LITERATURE

##### ◆ 565 Comparative Literature Seminar (3)

Studies in international, literary, and/or cultural relations; the characteristics and relationships of literary themes, types, and genres. Topics announced when offered.

##### 566 Comparative Literature: The Greek Myths (3)

The role of Greek myths and their treatment in Western literature.

##### 567 Computers in the English Curriculum (3)

Applications, demonstrations, and analyses of programs to facilitate the teaching of writing and literature and to aid the student in literary research.

##### 568 20th-Century Women Poets (3)

The study of a significant number of modern women poets from Amy Lowell to Diane Wakoski. Discussion of commentary by women poets about the experience of writing poetry. Although the emphasis is on English and American poets, representatives from other cultures will be included.

##### 571 Colonialism and the 20th-Century Novel (3)

An examination of the relationship of the colonialist theme and modernist techniques in the novel.

#### LANGUAGE

##### 575 Structure of Modern English (3)

A detailed analysis of the modern descriptive approach to the study of English grammar and how it compares with the traditional approach.

##### 576 English as a Second Language (3)

Implications of the nature of language in teaching English to speakers of other languages. Methods and materials for teaching English as a second language. PREREQ: LIN 501 or permission of the instructor.

##### 577 History of the English Language (3)

Review of the major influences on the development of the English language. PREREQ: LIN 501 or LIN 503.

##### 578 Modern English (3)

A study of the development of the English language from 1450 to the present (exclusive of American English).

##### 579 Studies in American English (3)

Historical processes in the development of American and British English. Regional and social dialects of American English. Usage and sociolinguistics.

##### 580 English Language Workshop (1-4)

Workshop to survey recent developments and newer concepts in English linguistics for teachers. Variable structure and credit by arrangement with individual school districts.

◆ This course may be taken again for credit.

**584 Old English Language and Literature (3)** An introductory study of the language through a reading of selected religious and secular poetry and prose.

**585 Middle English Language and Literature (3)** An introductory study of the language (1150-1450) through a reading of selected texts (exclusive of Chaucer).

◆ **589 Language Seminar (3)** Studies in English language and linguistics. Topics announced when offered. PREREQ: LIN 501 or the equivalent.

◆ **590 Independent Study (1-3)** Research projects, reports, and specialized readings. PRE-REQ: Approval of instructor and coordinator of English graduate studies.

## TEACHING SKILLS

**591 Modern Techniques for the Teaching of English (3)** Techniques of teaching language arts, composition, and literature in the secondary school. Practice in planning and designing units and courses of study. Exploration into the latest research in teaching English.

**592 Literature for the Elementary School (3)** The content and approach of the literature program in the elementary school.

**593 Literature for the Secondary School (3)** An examination of the literary interests of the secondary school student. A discussion of the works of major writers who appeal to the teenage student.

**597 Seminar for Master Teachers (6)**

**599 Workshop in English (1-6)** Each workshop will focus on specific issues and problems in the teaching of English, and will introduce appropriate instructional materials and techniques.

## COMPOSITION AND RHETORIC

◆ **508 Writing Seminar (3)** Experience in nonfiction prose writing; discussion and development of major projects.

**594 Directed Studies in Composition and Rhetoric (3)** Offers students systematic guidance and instruction in a specially formulated project involving scholarly or empirical research in composition.

**595 Teaching Composition (3)** A survey of developments and research in composition. Focus on the writing process, grading and evaluation, case approaches to writing assignments, writing across the curriculum, and remedial and developmental writing.

**596 Composition and Rhetoric (3)** Survey of rhetoric and composition theory. Frequent practice in writing.

**600 Tutoring Composition (3)** Theory and practice of teaching basic writing in the tutoring environment.

## CREATIVE WRITING

**504 Methods and Materials of Publishing (3)** This course is designed to familiarize graduate students with the history of the book and to provide them with the opportunity to gain practical experience in book production.

◆ **509 Writing Seminar in the Novel I (3)** A course in the writing and preparing of book-length manuscripts (novels, novellas, and "non-fictional" novels) with the intention of submission for publication. Also includes coverage of fictional aspects and techniques used in writing memoirs, biography, and current history.

◆ **510 Writing Seminar in the Novel II (3)** A continuation of ENG 509.

◆ **601 Creative Writing Seminar (3)** A specialized writing seminar. Topics announced when offered. Longer prose works, short story, fantasy/science fiction, narrative verse, lyric/meditative verse, etc. A portfolio is required at the end of the course.

◆ **602 Creative Writing: Directed Studies (3)** A course of individual study for students who have completed two workshops in a single genre. Concentrated work in a special poetry or prose topic.

◆ **605 Poetry Workshop I (3)** Experience in writing various types of poetry: traditional forms, narrative, lyric/meditative, etc. Readings in traditional and contemporary poetry and poetics. A final portfolio required.

◆ **606 Poetry Workshop II (3)** Extended work in poetic forms with additional emphasis on contemporary poetry in translation. A critical paper on contemporary poetry and poetics and a completed portfolio are required.

◆ **608 Short Story Workshop (3)** Techniques of composing the short story with emphasis on its elements of form: point of view, diction, characterization, and dialogue. Readings in traditional and contemporary criticism and short stories. Completed portfolio of revised works is required.

◆ **609 Short Story Workshop II (3)** Extended work in the short story form with opportunities for exploring more experimental forms of short fiction. Additional readings in short fiction and criticism. A critical paper on a contemporary short story writer is required.

## M.A. ESSAY

◆ **620 M.A. Essay (3)** Required final extended paper (about 40 pages) written under the direction of an adviser. Further details available in the *Graduate English Studies Handbook*. Oral defense required.

## SPECIAL PROGRAM

### PENNSYLVANIA WRITING PROJECT

Symbol: PWP

The courses described below are intended to be taken primarily by teaching professionals who are seeking to enhance their writing instruction capabilities while earning graduate credit. Generally, these courses CANNOT be applied toward a master's degree in English. The ONLY exception to this rule involves degree candidates with a concentration in composition and rhetoric.

◆ **501 The Writing Process (1)** A practical introduction to the writing process approach to teaching writing. Permission of instructor required.

◆ **502 Strategies for Teaching Writing (2-3)** This basic course is designed to familiarize teachers of writing with successful practices and related research and theory in the field. Permission of instructor required.

**503 Strategies for Teaching Writing II (3)** Practical and research-based skills of prewriting, writing conferences, revision, editing, and evaluation. PREREQ: PWP 502 or PWP 510 and permission of instructor required.

◆ **504 Holistic Assessment of Writing (1)** Theory and practice of rapid and reliable assessment of large numbers of writing samples as used in schools and colleges. Permission of instructor required.

◆ **505 Writing in the Content Areas (1)** Participants will explore ways of motivating students to write about academic areas, design effective assignments, and use writing process methods to improve learning in all subjects. Topics include learning-centered writing, evaluation, and classroom management of writing. Permission of instructor required.

◆ **506 Computers and Writing (Beginning) (1)** Microcomputer applications at all stages of the writing process. Basic awareness, demonstrations, and hands-on experience will be emphasized. Permission of instructor required.

◆ **507 Computer and Writing (Intermediate I) (2)** An introduction to computer programs useful at all stages of the writing process and to ways that teachers can use, develop, and evaluate computer-assisted instruction (CAI) in writing. Permission of instructor required.

◆ **508 Computers and Writing (Intermediate II) (3)** A practical and theoretical overview of the field, with demonstrations of computer courseware and hands-on experience in prewriting and planning, word processing, revising, editing, skill-building, evaluation, and classroom management. Permission of instructor required.

◆ **509 Computers and Writing (Advanced) (4)** Covers pertinent points of composition training. Stages in the composing process are related to software packages and computer-assisted teaching techniques. Theoretical and practical questions will prepare teachers of writing to incorporate useful computer assistance into their classrooms and to offer demonstrations to other teachers. Permission of instructor required.

**510 Writing, Reading, and Talking Across the Curriculum (3)** Rationale and strategies for critical language experiences in all subjects. Supports PCRP2 state curriculum framework. Permission of instructor required.

**511 Writing Assessment (3)** Large-scale and classroom writing assessment; implications for writing instruction. Permission of instructor required.

**512 Teacher-Research Seminar (3)** Individual research projects for classroom studies of students as writers. Permission of instructor required.

◆ **513 PCRP2 Seminar on Writing and Thinking Across the Curriculum (3)** Critical exploration of Pennsylvania state curriculum framework for language and learning. PREREQ: PWP 510 and permission of instructor required.

**515 Workshop in Administering Writing Programs (1)** Creating and maintaining successful writing and language arts programs. Permission of instructor required.

◆ **517 Workshop in Writing Assessment (1)** Different assessment models and their relation to instruction, with information from the Pennsylvania Writing Assessment. Permission of the instructor required.

◆ **597 Seminar for Master Teachers (6)** Participants develop advanced skills in the teaching of writing, receive training as in-service "teacher/consultants," and develop relationships with other writing teachers who seek to improve their teaching and writing. Permission of instructor required.

◆ **599 Workshop in English (1-6)** Topic varies. Each workshop will focus on specific issues and problems in the teaching of writing and will introduce appropriate instructional materials and techniques. Permission of instructor required.

◆ This course may be taken again for credit.

## Foreign Languages

109 Main Hall  
West Chester University  
West Chester, PA 19383  
(215) 436-2700

Mr. Gougher, *Chairperson*  
Dr. Patton and Dr. Williams, *Assistant Chairpersons and Coordinators of Graduate Studies*

### FRENCH

#### ASSOCIATE PROFESSOR

Rebecca Pauly, D.M.L., *Middlebury College*

#### ASSISTANT PROFESSOR

Anne-Marie Moscatelli, Ph.D., *Bryn Mawr College*

### GERMAN

#### ASSOCIATE PROFESSOR

Ronald L. Gougher, M.A., *Lehigh University*

#### ASSISTANT PROFESSORS

Ralph A. Eisenstadt, M.S., *University of Illinois*  
Stephen G. Gilmour, Ph.D., *University of Minnesota*  
Margarete Landwehr, Ph.D., *Harvard University*

### LATIN

#### ASSOCIATE PROFESSOR

Erminio Braidotti, Ph.D., *University of Pennsylvania*

#### INSTRUCTOR

John P. Rosso, M.A., *University of Pennsylvania*

### SPANISH

#### ASSOCIATE PROFESSORS

Erminio Braidotti, Ph.D., *University of Pennsylvania*  
Jorge Escoria, M.A., *Boston University*  
Stacey Schlau, Ph.D., *City University of New York*  
Paul Seaver, Ph.D., *University of Maryland*  
Jerome M. Williams, Ph.D., *Yale University*

#### ASSISTANT PROFESSORS

Celia Esplugas, Ph.D., *University of Toledo*  
Constance Garcia-Barrio, Ph.D., *University of Pennsylvania*  
Andrea Varricchio, Ph.D., *Temple University*

#### Programs of Study

The Department of Foreign Languages offers two degree programs, one leading to the Master of Education in French, German, Latin, or Spanish, and the other to the Master of Arts in French or Spanish.

The department also cooperates in the offering of an interdisciplinary program leading to the Master of Arts in Teaching English as a Second Language. (See Teaching English as a Second Language.)

#### MASTER OF EDUCATION IN FRENCH, GERMAN, LATIN, OR SPANISH

(34 semester hours)

The M.Ed. program requires Methods and Materials of Research in Second Language Education (LAN 500), Techniques of Second Language Teaching (LAN 503), and 18 semester hours in the area of concentration. In Spanish, the concentration may be designed to the student's particular interest and needs. In French and German it must include one course each from Groups A, B, C, and D. In Latin the 18-hour concentration is developed from Groups A and B, under advisement. Majors in any of the languages also may elect from Courses Common to All Languages (see below) for the concentration.

The Department of Foreign Languages has approved the following undergraduate courses for graduate credit when scheduled with the approval of the student's adviser and/or department chairperson: FRE 401-411, inclusive; GER 401-412, inclusive; LAT 401-406 and 410-412, inclusive; RUS 401-403 and 410-412, inclusive; in Spanish, any two courses at the 400 level.

At least 12 semester hours of course work in education are required. (See page 45.)

#### FRENCH

Group A  
FRE 510, 511, 512, and 513

Group B  
FRE 501, 514, and 515

Group C  
FRE 516 and 520

Group D  
FRE 520 and 521

#### GERMAN

Group A  
GER 513 and 514

Group B  
GER 515

Group C  
GER 516, 517, 518, and 520

Group D  
♦GER 519

#### LATIN

Group A  
LAT 503, 511, 512, and 514

Group B  
LAT 515, 521 through 531, and 535 and 536

#### MASTER OF ARTS IN FRENCH OR SPANISH

(30 semester hours)

The M.A. programs in French or Spanish provide for either a thesis or nonthesis option. Both require 21 semester hours. In French the 21 semester hours must be selected from Groups A, B, C, and D above. The thesis program includes LAN 610 (six hours) and an additional elective (three hours) in the area of concentration. The nonthesis option includes nine hours of electives in the area of concentration.

In Spanish the M.A. program requires SPA 510 (3 semester hours) and LAN 610 (3 semester hours), plus 24 semester hours evenly distributed between Peninsular and Latin American literatures. The nonthesis option includes SPA 510 (3 semester hours), 21 semester hours from Peninsular and Latin-American literatures, plus 6 semester hours of electives in the area of concentration (if one is chosen).

The Department of Foreign Languages has approved the following undergraduate courses for graduate credit when scheduled with the approval of the student's adviser and/or department chairperson: FRE 401-411, inclusive; GER 401-412, inclusive; LAT 401-406 and 410-412, inclusive; RUS 401-403 and 410-412, inclusive; SPA 401-406, inclusive and 410, 414, 456, and 457.

Electives for both options also may be from courses common to all languages. (See above.) LAN 500 (or LAN 550) are strongly recommended. The Department of Foreign Languages also has approved any two 400-level undergraduate courses for graduate credit, when scheduled with the approval of the student's adviser, graduate coordinator, and/or department chairperson.

## COURSE DESCRIPTIONS COURSES COMMON TO ALL LANGUAGES

Symbol: LAN

**500 Methods and Materials of Research in Second Language Education (3)** Techniques of research in foreign language education, including sources, design, interpretation, evaluation, and reporting of data.

**502 Second Languages in the Elementary School (3)** Problems in teaching second languages in the elementary school. Curriculum design, bilingual education, classroom techniques, articulation, materials, and testing. Preferably, LIN 501 or equivalent should precede LAN 502.

**503 Techniques of Second Language Teaching (3)** Advanced course in recent theoretical bases, methods for teaching beginning and advanced levels, curriculum design and evaluation.

PREREQ: LIN 501 or equivalent.

**504 Use of Media in Language Teaching (3)** Role of media in language instruction including the tape recorder, language laboratory, television, and the computer.

**505 Introduction to Bilingual/Bicultural Education (3)** Introduction to history, philosophy, current status, and future directions of bilingual/bicultural education. Survey of materials, tests, techniques, instructional processes, and instructional patterns. Overview of testing, placement, and pupil evaluation.

**511 Roman Civilization (3)** Roman civilization and its influences on Europe.

**550 Seminar in Methods and Materials of Research in Language and Literature (3)** The principal tools of research in the field of foreign language and literature. Methods of conducting and reporting research, emphasizing correctness of form and mechanics of scholarly writing.

**560 Directed Studies (3)** To provide an opportunity for students to pursue areas of study not regularly provided by the department. Focus of course to be announced when offered.

**580 Seminar in Second Language Education (1-4)** Specialized workshop seminar devoted to a particular area of foreign language education.

**585 Institute in Second Language Education (4-8)** In-depth study of a particular area of foreign language education.

**590 Independent Study (1-3)**

**600 Research Report (1-2)**

**610 Thesis (6)**

See also Linguistics (LIN)

## FRENCH

Symbol: FRE

**501 Commercial French (3)** A study of French economic and business systems, with extensive practice in business correspondence.

**510 French Theater (3)** Principal French dramatists analyzed against the social, political, literary, and critical backgrounds of their age.

**511 Modernism in French Literature (3)** Close consideration of some prime innovative texts of

fiction, poetry, film, and polemic as manifestations of the spirit and aesthetic of modernism.

**512 French Narrative (3)** A study of prose texts, their ethos, and their narrative techniques, from the epics and *contes* of the Middle Ages to the experimental works of the late 20th century.

**513 French Poetics (3)** An intensive survey of French poetry, its theory and practice, using models drawn from the whole tradition, from Villon to Bonnefoy.

**514 Contemporary France (3)** A study of France since 1945, with emphasis on current events and social changes.

**515 French Civilization (3)** A study of France since 1789, with emphasis on social, political, economic, and educational institutions.

**516 Writing Literary Criticism: Theory and Practice (3)** Study of various fields of literary theory, including structuralism, semiotics, Marxism, narratology, psychoanalytic criticism, and deconstruction. Techniques of textual interpretation.

◆ **520-521-522 Topics in French Literature and Language (3)** Course topics courses will vary by semester and instructor, and may include titles such as genre studies, film study, women writers, francophone writers, the study of literary periods or movements, and structural and applied linguistics.

**523 Translation Techniques (3)** A theoretical and practical study of modes of lexical and syntactic transposition, from L1 to neutral zone to L2. Extensive practical exercise in diverse types of translation.

## GERMAN

Symbol: GER

**513 Phonetics and Advanced Oral Practice (3)** The sounds, forms, and structure of modern standard German, using recorded materials and selected texts.

**514 Advanced Grammar and Stylistics (3)** Stylistic qualities of modern German, analyzed in selected texts. Oral and written drill.

**515 German Civilization (3)** Social structure of Germany; evolution of its institutions; German achievements in the arts.

**516 The Novelle (3)** The German short story from Goethe to the present, including the German Feuilleton and the post-World War II writers.

**517 German Lyric Poetry (3)** Major representative poets of the 19th and 20th centuries.

**518 Contemporary German Literature (3)** Post-World War II literature, including poetry and prose, along with appropriate literary criticism.

◆ **519 Seminar (3)** Small-group study of relevant topics in German literature and philology.

**520 Age of Goethe (3)** Works of Goethe, Schiller, and other contemporaries. Critical works dealing with the life of Goethe, Schiller, and others.

## LATIN

Symbol: LAT

**503 Techniques of the Teaching of Latin (3)** Survey and analysis of texts and other materials for teaching Latin. Recent methods for elementary

The candidate for the M.A. must pass a reading examination in a second foreign language or must have taken and passed at least one graduate-level course in a second foreign language.

Comprehensive examinations are required for both the Master of Arts and the Master of Education.

and secondary levels. Curriculum for the secondary level.

**511 Comparative Grammar and Syntax of Greek and Latin (3)** The relation of Greek to Latin within the Indo-European family of languages. Survey of the external histories of Greek and Latin. Greek and Latin phonology and morphology with references to principles of syntax.

**512 History of the Latin Language (3)** Development of the Latin language from the earliest inscriptions to the ninth century A.D., with some consideration of the prehistoric language and people in Rome.

**514 Advanced Latin Prose Composition and Translation (3)** Intensive review of Latin syntax, with translation of English passages into Latin and vice versa.

**515 Seminar in Greek and Roman Civilization (3)** A study of literary texts and archaeological documents illustrative of the Greek mind and/or Roman genius.

**521 Cicero's Philosophical Essays (3)** Studies in the *Somnium Scipionis*, *Tusculan Disputations*, *De Natura Deorum* and *De Officiis* with reference to Cicero's political theory and practice.

**522 Virgil: Eclogues and Georgics (3)** Studies in the themes and methods of Virgil's *Eclogues* and *Georgics*.

**524 Comedies of Plautus (3)** Origins of "comedy of matters"; study of Plautian comedy and its influence on later writers of comedy.

**525 Latin Metre and Verse (3)** The formal structure and development of Latin verse from its beginnings to the 20th century. Illustrative readings in early, classical, medieval, and modern Latin poetry.

**526 Greek and Latin Epic (3)** The Greek epic from Homer to Apollonius of Rhodes, and the Latin epic from Naevius to Virgil. Readings from the classical epics.

**527 Roman Historiographers (3)** Selections from Sallust, Caesar, Livy, Tacitus, and Suetonius. Origin, development, and influence of Roman historiography.

**528 Roman Satire (3)** History of Roman satire and the development of Lucilian satire. A comparative study of the satires of Horace, Persius, and Juvenal.

**529 The Latin Novel (3)** Emergence and development of the Latin novel. Readings in Petronius' *Cena Trimalchionis*, Seneca's *Apocolocyntosis*, the Pompeian Inscriptions, and Apuleius' *Metamorphoses*.

**530 Medieval Latin Literature (3)** Latin poetry and prose from the 14th to the 17th centuries, with emphasis on the acquisition of a good reading knowledge of medieval Latin in different periods and styles.

**531 Latin Epigraphy (3)** Latin inscriptions from the earliest period to the eighth century A.D. A study of the development of the Latin language.

**535 Seminar in Interpretation of Latin Literature (3)** Study of various modern approaches to Latin literature. Analysis of selected passages or themes from selected authors.

◆ This course may be taken again for credit.

**536 Literary Criticism in Antiquity** (3) Study of selected authors or works with reference to both ancient and modern (e.g., Horace and Quintilian) criticism and interpretation.

#### SPANISH

Symbol: SPA

**510 Applied Spanish Linguistics** (3) A study of Spanish morphology, phonology, and syntax (sound, word, sentence formation). The structure of the language will be studied from a theoretical and practical perspective.

**512 Advanced Spanish Grammar and Stylistics** (3) An informal, rapid review of Spanish grammar, with emphasis on problems fundamental to the American classroom. Exercises include idiomatic expression, various levels of style, and translation.

**514 The Hispanic World** (3) Major philosophical and artistic contributions of the Hispanic world to Western civilization. The social and economic institutions of the Hispanic world.

**520 Medieval and Renaissance Literature** (3) Analysis of major Spanish texts and authors from 1100-1500, including Mío Cid, *la Celestina*, Alfonso X, Manrique, Don Juan Manuel, Berceo, Encina, and Juan Ruiz.

**530 Spanish "Comedia" of the Golden Age** (3) Survey of the *comedia* before Lope de Vega; the contributions of Lope de Vega; Tirso de Molina and Ruiz de Alarcón; the Baroque theatre of Calderón de la Barca.

**532 Spanish Literature of the Golden Age** (3) Novel and poetry. Spanish literature of the 16th and 17th centuries: mysticism, poetry, novel.

**533 Cervantes** (3) Life and works of Miguel Cervantes Saavedra: *Novelas ejemplares*, *Ocho comedias y otro entremeses*, *La Nunancia*, *La Galatea*, all of which lead to the study of the meaning, philosophy, and influence of *Don Quixote*.

**535 19th-Century Spanish Literature** (3) An analysis of the major movements of the century, including Romanticism, "Costumbrismo," Realism, and Naturalism.

**536 The Generation of 1898** (3) The revitalizing forces which took hold in the late 19th century, and a study of the works of Unamuno, Azorín, Menéndez Pidal, Pio Baroja, Valle Inclán, Benavente, Martínez Sierra, and Rubén Darío.

**537 20th-Century Spanish Literature** (3) Introduction to representative works of 20th-century Spanish literature. Authors studied include Arrabal, Cela, Delibes, Lorca, Goytisolo, Matute, Sender, and others.

**541 Colonial Latin American Literature** (3) A study of colonial Latin American literature within the context of conquest and colonization, with emphasis on religious, historical, and literary aspects of the New World as seen through primary authors and readings.

**542 Modern Latin American Literature** (3) Spanish-American literature, thought, and culture as revealed in outstanding works representative of major authors and movements from the

Independence to 1950 (including Romanticism, Modernism, Regionalism, and avant garde).

**543 Contemporary Latin American Literature** (3) A study of major authors and literary movements in contemporary Latin America, including magical realism, theatre of the absurd, and poetic movements.

**544 Latin American Theatre** (3) A study of theatre as a reflection of social realities and of dramatic movements and techniques in Latin America. The cultural history of the Latin American stage will also be examined.

**545 The Latin American Novel** (3) The development of the novel in Latin America. The colonial period, the period of independence, the romantic period; realism, modernism, *criollismo*, and naturalism.

**546 The Black in Spanish-American Literature** (3) The characterization of blacks in Spanish-American literature, and the political and social context of their portrayal.

**547 Hispanic Women Writers** (3) An examination of representative women authors and their prose, poetry, and theatre from the 17th century to the present in Spain and Spanish America.

**549 Masterpieces and Movements in Spanish Literature** (3) A seminar on the development of Spanish thought and artistic expression through selected masterpieces of literature and art.

◆ **556 Seminar I** (3)

◆ **557 Seminar II** (3)

◆ This course may be taken again for credit.

## Geography and Planning

207 Ruby Jones Hall  
West Chester University  
West Chester, PA 19383  
(215) 436-2746

Dr. Rengert, *Chairperson and Coordinator of Graduate Studies*  
Mr. Bielski, *Coordinator of Urban and Regional Planning in M.S.A.*

#### PROFESSORS

Arlene C. Rengert, Ph.D., *University of Pennsylvania*  
John C. Tachovsky, Ph.D., *University of Cincinnati*  
Wesley W. Thomas, Ph.D., *University of Cincinnati*

#### ASSOCIATE PROFESSORS

F. Robert Bielski, M.A., *University of Illinois, A.I.C.P., American Planning Association*  
Charles W. Grassel, M.S., *University of Pennsylvania*

#### ASSISTANT PROFESSORS

George W. Fasic, M.S., *Columbia University, A.I.C.P. (Director, Chester County Planning)*  
James P. Lewandowski, Ph.D., *Ohio State University*  
Joan Welch, Ph.D., *Boston University*

#### Programs of Study

The Department of Geography and Planning offers two masters degrees: 1) the Master of Arts in geography and 2) the Master of Science in Administration, with a concentration in urban and regional planning. The latter is an interdisciplinary degree described under Master of Science in Administration.

The Master of Arts in geography is designed to develop skills and expertise useful in solving society's problems in areas such as land planning and management, conservation of resources, demographic change, and location of commerce and industry. It also prepares students for entrance into Ph.D. programs in geography, and in social studies education.

#### MASTER OF ARTS IN GEOGRAPHY

(33 semester hours)

- |   |                          |
|---|--------------------------|
| <b>1. Required Courses</b><br>GEO 503, 505, and 509   | 9 semester hours         |
| <b>2. Thesis</b><br>GEO 610   | (up to) 6 semester hours |
| <b>3. Elective Courses</b><br>Selected under advisement from geography, geology, mathematics, statistics, computer science, environmental health, or other appropriate disciplines. | 18 semester hours        |
| <b>4. Oral examination in defense of thesis (required)</b>  |                          |

#### MASTER OF SCIENCE IN ADMINISTRATION

Concentration in Urban and Regional Planning

(36 semester hours)

- |   |                   |
|---|-------------------|
| <b>1. Administration Core (required)</b><br>ADM 501, 502, 503, 504, 505, 506, or 507  | 18 semester hours |
| <b>2. Urban and Regional Planning Core (required)</b><br>ADM 500 Methods and Materials of Research (3)<br>GEO 525 Urban and Regional Planning: Theory and Practice (3)                                  | 6 semester hours  |
| <b>3. Urban and Regional Planning Electives</b><br>(selected under advisement), including<br>ADM 600, 612<br>GEO 502, 505, 506, 507, 509, 521, 524, 526, 527, 530, 590, 610, and 615<br>PSC 542 and 544 | 12 semester hours |

4. Each student in this concentration will develop with the graduate coordinator a tailored contract of courses meeting the needs of the student. The individualized contract will address the background and career goals of the student.
5. Comprehensive examination (written) in concentration is required. The examination will be based on a selected bibliography of key works in the concentration. The bibliography will be provided at the time the student is admitted to the program.

## COURSE DESCRIPTIONS

### GEOGRAPHY

Symbol: GEO

◆ 502 Topical Seminar (3) Special topics in geography of planning not offered under existing, regularly offered courses.

503 Seminar in Modern Geography (3) A survey of modern geographic research, with historical perspective. Attention is given to research methodology, and to the breadth of subfields and perspectives in the discipline.

505 Map Design (3) Methods and techniques of map design. Presentation of statistical data in map form. PREREQ: Consent of instructor.

506 Environmental Hazards and Site Planning (3) This course examines aspects of the physical environment that must be considered when planning any site for urban, industrial, or suburban activity.

507 Maps and Aerial Photographs (3) Designed to improve map and photo interpretation skills. Emphasis on increased understanding of U.S.G.S. quadrangles, and special-purpose statistical maps.

509 Quantitative Methods (3) Fundamental statistics, methods, and techniques applied to geographic research and decision making, such as urban and regional planning.

521 Suburbanization and Land Development (3) Component systems and functional operations of urban/suburban communities, including ecological and demographic aspects. Emphasis on organization, development, change, and problems of communities.

524 Population Processes (3) Characteristics and distribution of world populations are studied. The dynamic processes of population change (mortality, fertility, and migration) are examined.

525 Urban and Regional Planning (3)

Application of community-planning theories and methods to designated urban and regional systems.

### 526 Metropolitan Systems and Problems (3)

Urbanization processes and problems; urban systems in the expanding metropolitan and regional setting; present and proposed efforts to solve urban problems.

527 Planning Law and Organization (3) An insight into the role of federal, state, and local governments in instituting, executing, and judicially reviewing laws and regulations pertaining to land uses. Emphasis on the legal organization of the planning process, particularly at the local level. Major land-use court cases are presented and reviewed.

530 Demographic Analysis (3) A course to develop skills in basic demographic research, emphasizing the uses and limitations of data sources, and the understanding and interpretation of specific analytic methods for population analysis.

540 Geography of the United States and Canada (3) A regional study of the United States and Canada, emphasizing its physical geography, settlement, agriculture, demography, and industrial activity.

544 Geography of Latin America (3) Regional geography of Latin America: Its physical base, settlement, agriculture, demography, and manufacturing are considered.

545 Geography of Europe (excluding the U.S.S.R.) (3) Regional study of Europe. Influences of environmental factors, such as climate, landforms, and soils on the economic, social, and political condition of European nations.

546 Geography of the (Former) Soviet Union (3) Study of the physical, territorial, and demographic attributes of the former U.S.S.R.; an analysis of the problems and prospects of the Commonwealth of Independent States.

◆ 571 Conservation Workshop (3) A survey of applied resource conservation, resource management, and environmental problem-solving practices.

◆ 572 Seminar in Resource Management (3) Applied research problem solving for resource management and environmental issues designed for an individual student or team-study basis.

585 Geography Field Methods (3) An advanced field course that includes urban and land-use studies. Use of field methods, mapping, and data collection for geographical reports.

590 Independent Studies in Geography (3) Research projects, reports, and readings in geography. PREREQ: Approval of discipline graduate coordinator.

◆ 610 Thesis (3 or 6) A thesis is developed on a research problem for which the student formulates a theory, proposition or hypothesis, and investigates available information on the subject.

615 Internship in Urban and Regional Planning (3 or 6) On-the-job experience in the application of theory, execution of substantive research, and provision of service with professional agencies at selected off-campus locations.

In addition to the above GEO courses, the following ADM courses are offered, especially in connection with the Master of Science in Administration.

500 Methods and Materials of Research (3) Logic of scientific methodology, research design construction. Stress on hypothesis development and testing, data collection, measurement problems, theory application.

◆ 600 Research Report (3)

610 Thesis (3)

612 Internship (3-6) Intensive field placement in organizations under faculty guidance/ supervision. Precontracted learning objectives.

◆ This course may be taken again for credit, up to a maximum of six credits.

## Geology and Astronomy

470 Schmucker Science Center

West Chester University

West Chester, PA 19383

(215) 436-2727 / 2788

Dr. Wiswall, Chairperson

Dr. Pritchard, Coordinator of Graduate Studies

### PROFESSORS

Sandra F. Pritchard, Ph.D., *University of Oregon*

George Reed, Ed.D., *University of Pennsylvania*

John Stolar, Ed.D., *Pennsylvania State University*

Arthur R. Smith, Ed.D., *University of Pennsylvania*

C. Gil Wiswall, Ph.D., *University of Montana*

### ASSISTANT PROFESSORS

Richard M. Busch, Ph.D., *University of Pittsburgh*

Elizabeth LeeAnn Srogi, Ph.D., *University of Pennsylvania*

### Programs of Study

The Department of Geology and Astronomy, in cooperation with the Department of Chemistry, offers a program leading to the Master of Arts degree in physical science. (See physical science program.)

For the benefit of in-service teachers and other employed persons, West Chester schedules most of its graduate classes during late afternoons and evenings. Most of the students are part time; that is, they take less than nine credits per semester. The department also offers certification in earth and space science and general science.

### ASSOCIATE PROFESSORS

John E. Ehleiter, D.Ed., *Pennsylvania State University*

Hubert E. Harber, M.A.T., *Brown University*

Allen H. Johnson, Ph.D., *Case Western Reserve University*

**COURSE DESCRIPTIONS****GEOLGY and ASTRONOMY**

Symbol: ESS, except as noted

It is assumed that for all geology courses, ESS 101 is a prerequisite, and for all astronomy courses, ESS 111 is a prerequisite. In addition, any course may be taken with permission of the instructor.

**502 Mineralogy** (3) Properties, identification, occurrence, and crystallography of the more important minerals. Fundamentals of mineral composition and structure.

**504 Historical Geology** (3) Geologic history of the earth and the evidence for this history, including discussion of the formation of the earth, atmosphere, oceans, and the historical evolution of land, air, and sea and the life that inhabits these environments. Examination of fossils and geologic maps. PREREQ: BIO 110, CHE 104, and CRL 104.

**505 Petrology** (3) Origin, classification, and identification of rocks. Hand specimen examination. PREREQ: ESS 502.

**506 Quaternary Geology** (3) An investigation of the most recent geologic period, including the records of climate change, geomorphology, glacial history, stratigraphy, sea level changes, and faunal evolution, that have accompanied the continental glaciations of the last two million years. Includes spring break field trip.

**507 Geology of the Solar System** (3) The geology, origin, and properties of planets, comets, asteroids, moons, and meteorites; planetary exploration. PREREQ: One introductory course in astronomy and one in geology.

**508 Field Geology** (1-3) Practical experience in techniques and tools of the field geologist. PREREQ: An introductory geology course.

**510 Intermediate Mineralogy** (3) How the petrographic microscope, x-ray diffraction, and the electron microscope are used to identify minerals. PREREQ: ESS 502.

**ESL 512 Historical Geology Lab** (0)

**513 Principles of Geochemistry** (3) Migration and distribution of the chemical elements within the earth; chemistry of the lithosphere, hydrosphere, and biosphere; chemical changes throughout earth history; the geochemical cycle.

**518 Structural Petrology** (3) Deformation mechanisms, rheology, theory of strain: formation and evolution of tectonic features (cleavage, folds, mountain belts, etc.). Lab work involves detailed analysis using light and electron microscopes, and mathematical manipulation both with and without computers. PREREQ: MAT 161 and 162, CHE 104, and permission of instructor.

**520 Structural Geology** (3) An introduction to structural analysis: a study of the deformational features of the earth's crust and the forces responsible for producing them. PREREQ: 501 and 505, or permission of instructor.

**523 General Geologic Field Studies of Southeastern Pennsylvania** (3) Occurrence, relationships, and geologic history of the rocks, minerals, and soils of this area, studied at representative locations.

**524 History of Geology** (1) Outstanding individuals and their contributions to geology.

**525 Tectonics** (3) Kinematics and consequences of plate motion, origin of orogenic belts, and identification and analysis of modern counterparts: accretionary wedge, magmatic core, and thrust systems. Lab work involves vector analysis of plate motion and palinspastic reconstructions of thrust systems. PREREQ: ESS 305 and 320.

**526 Economic Geology** (3) The geologic origin, accumulation, and distribution of metalliferous economic mineral deposits. Also investigates exploration methods. PREREQ: ESS 503.

**ESL 527 Electron Microscopy I** (3) A one-semester lecture/laboratory course in theory operation and applications of electron beam technology in scientific research. Course scheduled on student-demand basis.

**528 Engineering Geology** (3) The application of geological factors into the planning and design of engineered construction. PREREQ: ESS 503. **ESL 529 Electron Microscopy II** (3) A one-semester lecture/laboratory course in advanced theories operation and applications of electron microscopy in scientific research. Emphasis on individual projects. PREREQ: ESL 527. Course scheduled on student-demand basis.

**530 Principles of Oceanography** (3) Geology of the ocean floor, water movements, chemical characteristics of sea water, and vertical and horizontal distribution of plants and animals. Brief history of oceanography.

**531 Introduction to Paleontology** (3) Identification, paleobiology and importance of fossils; paleoecology, and evolution. PREREQ: ESS 101, 203, or 503.

**532 Advanced Oceanography** (3) An advanced course in oceanography covering resources, oceanographic literature, animal-sediment relationships, field techniques, estuaries, salt marshes, sea level changes, and pollution. PREREQ: ESS 330 or 530.

**533 Introduction to Remote Sensing** (3) An introduction to the science and technology of remote sensing and the applications of remote sensing data to geology, oceanography, meteorology and the environment. Includes a discussion of the history and principles of remote sensing; fundamentals of electromagnetic radiation; theory and types of active and passive remote sensing systems; fundamentals of image interpretation; digital analysis of LANDSAT and AVHRR data; operation of environmental satellites; and future imaging systems.

**536 Environmental Geology** (3) The application of geological information to human problems encountered in the physical environment, such as flooding, earthquakes, volcanic activity, hydrology, and land use. PREREQ: ESS 503.

**539 Hydrology** (3) The factors that control the distribution, occurrence, and recoverability of groundwater; techniques for locating and estimating recoverable water; groundwater pollution and waste water disposal. PREREQ: CHE 104, CRL 104, and MAT 162.

**541 Geology and Geography of Plants** (3) Study of paleo and modern spatial characteristics and distributions of vegetation and their relationships to the geologic-, geographic-, climatic-, and man-induced features of the environment.

**542 Geophysics** (3) Methods and techniques of physics applied to interpreting the internal structure and composition of the earth. PREREQ: MAT 162, PHY 180, or PHY 140.

**543 Geomorphology I** (3) Lectures will present the constructional and degradational processes that have shaped present landforms and are constantly modifying those landforms. Laboratories will focus on the interpretation of topographic maps and the use of remote sensing materials.

**544 Geomorphology II** (3) A continuation of the study of earth surface processes. Laboratories will focus on the interpretation of topographic maps and the use of remote sensing materials. PREREQ: ESS 543.

**545 Regional Geomorphology of North America** (3) Lectures will direct the student through a systematic analysis of the surface configurations and landform regions of North America; the processes at work on these configurations in the past and at the present; and man's relationships to these features and processes. Laboratories will emphasize these features, processes, and relationships through the use of topographic maps and remote sensing materials. Field projects will be included. PREREQ: ESS 543 and 544.

**546 Geology of Petroleum** (3) The characteristics of geologic origin and occurrence, migration, and accumulation of petroleum. Includes a study of reservoir fluids, traps, and dynamics and investigation of exploration methods. PREREQ: ESS 503.

**550 Sedimentology and Stratigraphy** (3) The nature and origin of stratified deposits; the temporal-spatial relationships among stratified deposits, and other geologic and biologic phenomena; and the reconstruction of paleoenvironments. PREREQ: ESS 101 and 502.

**551 Stellar Astronomy** (3) Properties of stars; unusual stars, interstellar matter, and stellar evolution; distribution and motions of the home and other galaxies. PREREQ: Any general descriptive astronomy course.

**553 Nautical Astronomy (Celestial Navigation)** (3) A study of the technical skills of celestial navigation, covering topics such as celestial coordinates, principles of time, and the navigational triangle, lines of position, and star identification. Includes lab. PREREQ: Any algebra and trigonometry course.

**554 Archeoastronomy** (3) A study of the ancient astronomical skills, including those of the Babylonians, Egyptians, Greeks, Chinese, Maya, Incas, Aztecs, and the North American Indians. PREREQ: Any descriptive astronomy course.

**555 Intermediate Astronomy** (3) An analytical and qualitative analysis of selected astronomical topics: orbits, stellar properties, telescopes, photometry, solar surface details, nebulae, galaxies, and stellar evolution. Two-hour lecture and two-hour lab, including independent observatory work. PREREQ: Any descriptive astronomy course and algebra/trigonometry.

**562 History of Astronomy** (3) The development of astronomical theories from Greek times to the 20th century. PREREQ: Any descriptive astronomy course.

**570 Meteorology I** (3) Composition and properties of the atmosphere and principles that influence weather conditions.

**571 Meteorology II** (3) Continuation of the study of the principles governing the earth's atmosphere and how these principles determine weather conditions.

**575 Introduction to the Planetarium** (3) Principles and use of the planetarium in teaching. Specific projects are assigned. PREREQ: Any general astronomy course.

♦ **591 Independent Study** (1-3) An investigation by the student. PREREQ: Permission of department.

**594 Geology of the NW National Parks** (4) This course includes a field trip to the national parks in South Dakota, Wyoming, Montana, Idaho, northern Utah, and Colorado. The purpose of the course is to look at the geologic features of the national parks in these states and to develop an appreciation of the geology and geologic history of the region. PREREQ: Permission of instructor.

♦ This course may be taken again for credit.

**595 Geology of the SW National Parks**

(4) The course includes a field trip to the national parks in New Mexico, Arizona, southern Utah, and Colorado. The purpose of the course is to look at the geologic features of the national parks in these states and to develop an appreciation of the geology and geologic history of the region. PREREQ: Permission of instructor.

◆ 600 Thesis Research I (3) A theory is developed on a research problem for which the student produces a thesis. PREREQ: Permission of adviser.

◆ 601 Thesis Research II (3) A theory is developed on a research problem for which the student produces a thesis. PREREQ: Permission of adviser.

◆ 602 Directed Research I (3) A theory is developed on a research problem for which the student produces a graduate paper. PREREQ: Permission of adviser.

◆ 603 Directed Research II (3) A theory is developed on a research problem for which the student produces a graduate paper. PREREQ: Permission of adviser.

**650 Institute in Planetarium Education**

(1-3) A course that provides the novice and inexperienced planetarium teacher with fundamental concepts that can be taught in the planetarium; intensive study of effective planetarium teaching methods; supervised training and practice in the operation; use and maintenance of the planetarium. PREREQ: Permission of instructor. (Summer only)

Any of the following dual-level courses (but not more than six semester hours of credit) may be taken for graduate credit toward the degree:  
**ESS 555 Intermediate Astronomy**  
**ESS 575 Introduction to the Planetarium**  
 (All are three-credit courses. See also Science Education.)

**SCIENCE EDUCATION**

Symbol: SCE

500 Modern Trends in Science Education (3) Introduction to current research in science education; a critical review of the literature.

501 Modern Trends in Teaching Earth and Space Science (3) Recent materials and techniques in secondary school earth and space science.

510 Workshop in Secondary School Curricula (3) Study of one of the commonly used science programs for secondary schools. The selected program is announced in advance.

595 Elementary School Science Instruction (3) A course to improve the science content backgrounds of elementary-school teachers and administrators.

PHS 502 Modern Trends in Teaching Physical Science (2) Materials and techniques in secondary school physical science.

**SCIENCE OFFERINGS DESIGNED FOR ELEMENTARY SCHOOL TEACHERS**

PHS 571 Physics for the Elementary Teacher

SCE 595 Elementary School Science Instruction

◆ This course may be taken again for credit.

## Health

207 South Campus  
 West Chester University  
 West Chester, PA 19383  
 (215) 436-2931

Dr. Sankaran, *Coordinator of Graduate Studies*

**PROFESSORS**

John D. Lemcke, Ed.D., *Temple University*  
 Roger W. Mustalish, Ph.D., *University of Minnesota*  
 Robert P. Nye, Ed.D., *Temple University*  
 Franklin Young, Ph.D., *University of Florida*

**ASSOCIATE PROFESSORS**

Bethann Cinelli, D.Ed., *Pennsylvania State University*  
 Jeffrey E. Harris, D.H.Sc., *Loma Linda University*  
 Douglas McConatha, Ph.D., *University of Utah*  
 Maura J. Sheehan, Sc.D., *University of Pittsburgh*

**ASSISTANT PROFESSORS**

Lynn Carson, Ph.D., *Temple University*  
 Sheila Patterson, Ph.D., *Southern Illinois University*  
 Gopal Sankaran, M.D., Dr. P.H., *University of California, Berkeley*  
 Charles V. Shorten, Ph.D., *Clemson University*

**ADJUNCT INSTRUCTOR**

John P. Maher, M.D., *State University of New York*

**Programs of Study**

The Department of Health offers degree programs leading to the Master of Education in health, Master of Science in health, and concentrations in health services administration and long-term care within the Master of Science in Administration.

The Master of Education enriches academic preparation for teaching in elementary and secondary schools. A concentration in school health is offered.

The Master of Science is designed primarily to meet the individual needs of the graduate student who wishes to pursue graduate work as an aid to upgrading a career in government,

industry, research, or a related health profession. Concentrations in environmental health, gerontology, public health, and school health are offered. The M.S. is recommended for persons planning doctoral study.

The health services administration and long-term care concentrations in the Master of Science in Administration program meet the needs of those persons interested in entering the field of health administration and long-term care, and of those persons presently in health administration and long-term care interested in upgrading their careers.

The department also offers a certificate in gerontology.

**Communication With the Department**

All inquiries and other communications regarding the graduate program in health should be addressed: Graduate Coordinator, Department of Health, School of Health Sciences, West Chester University, West Chester, PA 19383. Students also may call for information at (215) 436-2931.

**MASTER OF SCIENCE PROGRAM****Admission to the M.S. Program**

Applicants must meet the basic requirements of the University, given under Admission, and must present either a baccalaureate degree attained in their anticipated major area of health or equivalent preparation in a related field. They also must present the results of the aptitude section of the Graduate Record Examination and two letters of recommendation.

**Admission to M.S. Degree Candidacy**

Within the 15 semester hours of precandidacy, majors in health must complete departmental and concentration core courses with a minimum grade point average for these and all other courses during precandidacy of 3.0.

**Requirements for the M.S.**

1. Satisfactory completion of the M.S. curriculum shown below with an overall grade point average (GPA) of 3.0.
2. Satisfactory performance on the written and/or oral comprehensive examinations.
3. Oral defense of the thesis.

**Registration Policy for Thesis Credits**

Thesis credits for the M.S. are earned in HEA 608 and HEA 610. Satisfactory completion of the departmental comprehensive examinations is required before registration for HEA 608 is permitted. The thesis proposal (HEA 608) must be formally accepted before the student may register for thesis credit (HEA 610). The student can enroll in HEA 608 and HEA 610 only once.

**CURRICULUM**

(30-36 semester hours)

1. Degree Core	6 semester hours	
HEA 520 Scientific Basis for Health I (3)		
HEA 526 Scientific Basis for Health II (3)		
2. Concentration Core	9 semester hours	
Students must select one of the concentrations below:		
A. SCHOOL HEALTH		
HEA 620 School Health Programs (3)		
HEA 622 Curriculum and Instruction for Health Education (3)		
HEA 632 Advanced Theories of Health Behavior (3)		
B. PUBLIC HEALTH		
HEA 500 Diseases (3)		
HEA 531 The Community as a Basis for Health (3)		
HEA 632 Advanced Theories of Health Behavior (3)		
C. ENVIRONMENTAL HEALTH		
ENV 530 General Environmental Health (3)		
ENV 540 Seminar in Environmental Health (3)		
ENV 551 Environmental Toxicology (3)		
D. GERONTOLOGY		
HEA 518 Applied Gerontology (3)		
HEA 519 Geriatrics (3)		
HEA 522 Gerontology (3)		
3. Concentration Electives	9-15 semester hours	
Selected under advisement		
4. Additional Degree Requirements	6 semester hours	
HEA 608 Thesis Seminar (3) and		
HEA 610 Thesis (3)		

**MASTER OF EDUCATION IN SCHOOL HEALTH****Admission to the M.Ed. Program**

In addition to meeting the basic requirements of the University, given under Admission, applicants must present a baccalaureate degree attained in the field of health, or equivalent preparation in a related field and two letters of recommendation.

**Admission to M.Ed. Degree Candidacy**

Within the 15 semester hours of precandidacy, the student must complete departmental and concentration core courses with a grade point average (GPA) of 3.0.

**Requirements for the M.Ed.**

1. Satisfactory completion of the M.Ed. curriculum shown below, with an overall GPA of 3.0 in the concentration.
2. Satisfactory performance on the written and/or oral comprehensive examination.
3. Successful completion of the research project.

**Registration Policy for Research Credits**

Research credits for the M.Ed. are earned in HEA 601. These credits must be preceded by successful completion of the degree core, concentration core, and concentration electives taken under advisement. The student can enroll in HEA 601 only once.

**CURRICULUM**

(39 semester hours)

1. Degree Core	6 semester hours	
HEA 520 Scientific Basis for Health I (3)		
HEA 526 Scientific Basis for Health II (3)		

2. Concentration Core	9 semester hours
SCHOOL HEALTH	
HEA 620 School Health Programs (3)	
HEA 622 Curriculum and Instruction for Health Education (3)	
HEA 632 Advanced Theories of Health Behavior (3)	
3. Concentration Electives	21 semester hours
Selected under advisement	
School Health Electives (12)	
Education/Counseling Electives (9)	
4. Additional Degree Requirements	3 semester hours
HEA 601 Research/Report Writing in Health Education (3)	

**CONCENTRATIONS IN HEALTH SERVICES ADMINISTRATION AND LONG-TERM CARE – MASTER OF SCIENCE IN ADMINISTRATION****Admission to the M.S. Degree Program in Administration**

Applicants must meet the basic requirements of the University, given under Admission, and must present either a baccalaureate degree attained in their anticipated major area of health or equivalent preparation in a related field. They must also present the results of the aptitude section of the Graduate Record Examination or the Miller Analogies Test, submit a one-page statement of career objectives, arrange for two letters of recommendation, and have an interview with the degree admissions committee.

**Admission to M.S. in Administration Degree Candidacy**

Within the 15 semester hours of precandidacy, majors in the health services administration concentration must complete three of the administration core courses and two of the health services administration core with a minimum GPA of 3.0.

**Requirements for the M.S. in Administration**

1. Satisfactory completion of the M.S. curriculum shown below with an overall GPA of 3.0.
2. Satisfactory performance on the written and/or oral comprehensive examinations in HEA 520, HEA 526, HEA 630, and HEA 631.
3. Complete each of the six administrative core courses with a grade of at least "B."

**CURRICULUM**

(36-39 semester hours)

1. Administration Core	18 semester hours
ADM 501 Administration Theory and Environment (3)	
ADM 502 Computers for Managers (3)	
ADM 503 Accounting for Administration (3)	
ADM 504 Communication for Administrators (3)	
ADM 505 Organizing Human Resources (3)	
ADM 506 Budgeting and Fiscal Management (3) or	
ADM 507 Liability for Managers (3)	
2. Health Department Core	6 semester hours
HEA 520 Scientific Basis for Health I (3)	
HEA 526 Scientific Basis for Health II (3)	
3. Health Concentration Core	6-15 semester hours
Students must select one of the concentrations below:	
A. HEALTH SERVICES ADMINISTRATION	
HEA 630 Health Care Administration (3)	
HEA 631 Health Services Law (3)	
B. LONG-TERM CARE	
HEA 519 Geriatrics (3)	
HEA 522 Gerontology (3)	
HEA 611 Field Placement (3)	
HEA 630 Health Care Administration (3)	
HEA 631 Health Services Law (3)	
4. Concentration Electives	6 semester hours
Selected under advisement for Health Services Administration concentration.	

**COURSE DESCRIPTIONS****HEALTH**

Symbol: ENV

**524 Problems in Industrial Health (3)** A study of the anticipation, recognition, evaluation, and control of health hazards in the work environment.

**530 General Environmental Health (3)** Methods of promoting health by controlling environmental factors relating to air, water, wastes, housing, radiation, and industrial hygiene.

**532 Hospital Environment (3)** A comprehensive assessment of the environmental health aspects of hospitals, including microbiologic considerations, environmental hygiene, safety, general sanitation, and administration.

**533 Water Quality and Health (3)** An examination of the physical, chemical, and biological characteristics of natural waters and their significance for human health; methods of water treatment and distribution also will be considered.

**534 Watershed Dynamics (3)** A detailed examination of watersheds, with emphasis on spatial and temporal variability of water pollution parameters. Methods of assessing pollution of water resources will be presented.

**536 Hazardous Waste Management (3)** An assessment of the sources, characteristics, and human health effects of hazardous wastes, with emphasis on the design and implementation of control practices.

**537 Water Pollution Control (3)** The principles and practice of pollution control of municipal and industrial wastewaters. Emphasis on wastewater characterization, monitoring, and treatment facility operations.

**540 Seminar in Environmental Health (3)** Directed readings and discussions on contemporary issues in environmental health.

**551 Environmental Toxicology (3)** A multi-faceted investigation of the health problems caused by various toxins and hazards found in the general environment and the workplace. The human body's reactions to environmental toxins; how suspected environmental toxins are experimentally investigated and the specific health effects of critical environmental toxins will be emphasized. PREREQ: ENV 530, permission of the instructor.

**553 Applied Occupational Safety (3)** Practices to reduce safety risks in the work environment through recognition, evaluation, and control of safety hazards.

Symbol: HEA

**500 Diseases (3)** Provides a contemporary view of disease and prevention, and a more precise understanding of disease processes. Body systems are reviewed, and the etiology, pathophysiology, symptoms, diagnostic techniques, and treatment methods used in selected diseases are studied. Illnesses most frequently found in our society are explored.

**503 Human Nutrition (3)** Selected topics in human nutrition will be extensively examined, such as fiber and health, vitamins and minerals in health and disease, methods of weight control, anorexia nervosa, and bulimia. Emphasis is placed on methods of evaluating nutrition-related literature and claims, and interpretation of data and scientific studies relevant to nutrition.

**511 Stress Management Techniques and Program Development (3)** The first half of the course is devoted to examining basic stress concepts, the psychophysiology of stress, common stressors and their effect, and the relationship between

stress and disease. The second half consists of a comprehensive review of stress management techniques that deal with cognitive restructuring, relaxation, and relationship building. Considerable emphasis is placed on personal application and group interaction in the classes.

**517 The Aging Consumer (3)** An analysis and discussion of the unique consumer needs of the elderly, particularly as they relate to personal health. Topics will include health insurance, costs of health care and delivery, and maintenance of healthful day-to-day living, among others. Strategies for solving these consumer health problems will be presented.

**518 Applied Gerontology (3)** Design and development of health programs to provide services for the aging population in order to assist them to live as independent members of their communities. PREREQ: HEA 517, 519, 522, or permission of instructor.

**519 Geriatrics (3)** A detailed discussion of physical and mental disabilities and diseases that often accompany the aging process. Methods of treatment for these disorders will also be presented.

**520 Scientific Basis for Health I (3)** An overview of the epidemiological model of disease causation. Various epidemiological study designs and their applications will be presented.

**521 Sociological Basis for Health (3)** Past and recent scientific developments in selected sociological health problems. Analysis of research findings in the areas of social and mental health, the place of these findings in the basic content in health education, and their practical application through group behavior.

**522 Gerontology (3)** Information on past and present trends concerning services to the elderly. Discussions on contemporary gerontological problems and factors affecting the treatment of the elderly. This broad-based, introductory course is for those interested in the aging population.

**523 Consumer Education (3)** Consumer-related problems of the individual and society. Consumerism, cost, and delivery of health services, and the effect on individual and societal health. Consumerism and the law.

**525 Elementary School Health Education (3)** Trends in elementary school health: curricular approaches and emphasis, teaching strategies, motivational techniques, resources, materials, issues, problems, and evaluations. PREREQ: Background in elementary education.

**526 Scientific Basis for Health II (3)** An overview of scientific methods, research designs, sampling, and survey techniques pertinent to the study of health issues will be presented. Choice and use of epidemiological and statistical software to analyze health data sets will be emphasized.

**527 Sexual Issues in Modern Society I (3)** Meet with professionals in various settings to discuss current sexual concerns, potential problems and how to incorporate and handle these within the school curriculum. Sexual topics to include harassment, abuse, ethics, and religion. Course assumes basic knowledge of human sexuality.

**528 Sexual Issues in Modern Society II (3)** Emphasis is on experiential learning through such activities as visiting sites and speaking with health professionals. Included will be the Birthright Center, Women's Clinic, Planned Parenthood, and the Rape Crisis Center. Course assumes basic knowledge of human sexuality.

**531 The Community as a Basis for Health (3)** An analysis of the community with its diverse population and its response to critical and

current health problems. Emphasis will be placed on the need for balance between individual and community needs, rights, and responsibilities.

**535 Health Workshop (1-3)** In-depth study of selected topics current to the interests and needs of professionals serving in various health and health-related areas. Topics for each workshop will be announced prior to the first day of each semester.

**601 Research/Report Writing in Health Education (3)** The M.Ed. candidate selects a school health issue or a critical topic for review of the literature and produces a scholarly manuscript for publication in a professional journal. PREREQ: Permission of instructor.

**608 Thesis Seminar (3)** A course for the M.S. candidate, who selects a topic, reviews the literature, develops procedures, and prepares a proposal acceptable to the thesis committee.

**609 Independent Study and Special Projects (1-3)** Research projects, seminar papers, reports of special conferences, and reading in health. PRE-REQ: Administrative approval.

**610 Thesis (3)** Undertaken upon completion of HEA 608.

**611 Field Placement (3)** A project for students in health concentrations. All core course work should be completed before beginning the project.

**620 School Health Programs (3)** Study of school health programs to include goals, issues, and problems in school-age children.

**622 Principles of Curriculum and Instruction for Health Education (3)** Alternatives for viewing and reviewing instructional programs. Existing rationales. Conception of curriculum. Developing effective curriculum.

**623 Addictive Diseases (3)** Designed to assist the student and in-service teacher in developing knowledge and insight into the addictive diseases (alcohol, drugs, tobacco, and gambling). Use of resource personnel.

**630 Health Care Administration (3)** Administrative and management techniques acquired in the administrative core are applied to the problems involved in health administration/management. Topics will include federal, state, and local health agencies; health care centers; organization principles; personnel factors; public relations; and fiscal management.

**631 Health Services Law (3)** An analysis of the basic legal concepts and major legal issues that are important to and directly affect the health services administrator. Topics include legal frameworks of health organizations and health practitioners, administrative policy, contracts, consent, patient's rights, legal death, insurance, liability, and research.

**632 Advanced Theories of Health Behavior (3)** An advanced course on current theories in health behavior and the application of these theories to management methods in the health care field. Topics include trends in health behavior, health concerns, analysis of the decision-making process, and factors affecting health behavior.

**UNDERGRADUATE COURSES FOR GRADUATE CREDIT**

The Department of Health has approved the following undergraduate courses for graduate credit when scheduled with the approval of the student's adviser and department chairperson.

**HEA 410 Mental Health (3)** Designed to aid persons in improving their understanding of

themselves and others. Emphasis on ways to recognize mental health problems.

**ENV 459 Industrial Health Engineering (3)**  
Students will learn the various environmental health control strategies and the theoretical bases for these strategies. Students will also improve their quantitative skills by solving

problems concerning the control of environmental health and safety hazards. Cost effectiveness, as well as technical effectiveness, will be discussed.

**ENV 460 Industrial Hygiene Techniques (3)**  
Evaluation techniques for monitoring the industrial environment will be learned in a laboratory

setting and in the field. These techniques will include monitoring of air quality, air flow, noise, heat stress, and radiation. Evaluation of personal protective equipment, pulmonary function testing, and audiometric testing will also be investigated.

**PREREQ:** ENV 350, 452, or permission of instructor.

## History

506 Main Hall

West Chester University  
West Chester, PA 19383  
(215) 436-2201

Mr. Doyle, *Chairperson*

Dr. Boes, *Coordinator of Graduate Studies*

### PROFESSORS

H. James Burgwyn, Ph.D., *University of Pittsburgh*  
Anne O. Dzamba, Ph.D., *University of Delaware*  
Claude R. Foster, Ph.D., *University of Pennsylvania*  
Thomas J. Heston, Ph.D., *Case Western Reserve University*  
Patricia C. Johnson, Ph.D., *University of Rochester*  
Donn C. Riley, Ph.D., *St. Louis University*  
Irene G. Shur, Ed.D., *University of Pennsylvania*  
Norbert C. Soldon, Ph.D., *University of Delaware*  
Jane B. Swan, Ph.D., *University of Pennsylvania*  
John J. Turner, Jr., Ph.D., *Columbia University*  
Richard J. Webster, Ph.D., *University of Pennsylvania*  
Robert J. Young, Ph.D., *University of Pennsylvania*

### ASSOCIATE PROFESSORS

Raymond A. Doyle, M.S., *West Chester University*  
W. Bennett Peters, Ph.D., *University of California at Santa Barbara*

### ASSISTANT PROFESSORS

Maria Boes, Ph.D., *City University of New York*  
Lawrence R. Davidson, Ph.D., *University of Alberta*  
Charles Hardy, III, Ph.D., *Temple University*

### Programs of Study

The Department of History offers two degrees: the Master of Arts in history and, in cooperation with the School of Education, the Master of Education in social science with a concentration in history.

The Master of Arts degree in history provides a sound foundation for more effective teaching on the secondary level, for study leading to the doctorate, and for persons employed in industry and government. Study for the degree also enriches students' general cultural background and helps them to evaluate current events in light of the past.

The M.A. in history may be earned by completing either a thesis or nonthesis program. The candidate in the thesis program must pass a reading-proficiency test in an appropriate foreign language. The candidate, with the department chairperson's or graduate coordinator's permission, may substitute a demonstrated competency in statistics or a similar field.

Students in the Master of Arts program in history (thesis or nonthesis option) are advised by the Department of History. The Master of Education in history is designed to provide inservice teachers with additional professional education courses and an opportunity to enlarge their understanding of

the historical past. It also is designed for the holders of the bachelor's degree who wish to earn state teacher certification while working toward a master's. Students in this program are advised by the Department of History.

In both programs, admission to full-degree candidacy requires a grade point average (GPA) of 3.0 in history and a 2.75 overall.

Applicants who do not meet the above criteria may be admitted on a provisional basis. Students so admitted should apply for full-degree candidacy upon completion of 12 to 18 hours of applicable course work with at least a 3.0 GPA.

In both programs, candidates must pass written comprehensive examinations at or near the conclusion of their course work. The comprehensives are administered once each semester. Those candidates wishing to take the comprehensives in a given semester should contact the graduate coordinator during the first three weeks of the semester.

#### MASTER OF ARTS IN HISTORY

(30 semester hours)

##### Thesis Option

American History (6)

European History (6)

Non-Western World History (6)

Seminar (in American, European, or Non-Western) (3)

HIS 500 Methods and Materials of Research in History (3)

(May be waived with permission of chairperson or graduate coordinator)

HIS 691 Thesis (3-6)

History Elective (1-3)

##### Nonthesis Option

American History (6)

European History (6)

Non-Western World History (6)

Seminar (in American, European, or Non-Western) (3)

HIS 500 Methods and Materials of Research in History (3)

(May be waived with permission of chairperson or graduate coordinator)

History Electives (6-9)

#### MASTER OF EDUCATION IN SOCIAL SCIENCE

Concentration: History

(36 semester hours)

##### 1. Professional education requirements

(See page 45.) 12 semester hours

##### 2. History courses (under advisement) 15-18 semester hours

##### 3. HIS 500 Methods and Materials of Research in History 3 semester hours

##### 4. HIS 650, 651, or 652 3 semester hours

##### 5. Electives (professional education or academic) 1-3 semester hours

The Department of History has approved the following undergraduate courses for graduate credit when scheduled with the approval of the student's adviser and/or the department's chairperson: HIS 406, 411, 412, 415, 420, 421, 422, 423, 425, 426, 427, 435, 447, 451, 455, 462, and 474.

**COURSE DESCRIPTIONS****HISTORY**

See also Social Science (SSC)

Symbol: HIS

- 500 Methods and Materials of Research in History** (3) Basic techniques and procedures in research; major types of research and methods for locating, evaluating, and interpreting evidence. The student develops a tentative outline, bibliography, and summary of an investigative procedure. Required of all degree-program students.
- 501 Studies in the History and Culture of South Asia** (3) The Indian subcontinent's dominant political, cultural, and economic institutions. Features which contribute to an understanding of modern India and Pakistan.
- 505 Studies in the History and Culture of East Asia** (3) The traditional basis for modern Chinese, Japanese, and Korean societies. The interaction between European and Asian cultures and resulting changes in East Asia.
- 509 Contemporary History of the Middle East** (3) Recent history of major Middle Eastern societies; Iran and the oil situation; Israel and the Palestinian question; conflicting cultures.
- 510 History of Pennsylvania** (3) The founding and development of Pennsylvania from its colonial beginnings to the present, with emphasis on the relation of the past to the present.
- 511 Studies in the History and Culture of Emerging Africa** (3) Emergence of modern African nationalism against the background of traditional African society and the legacy of European colonialism.
- 512 Independent Black Africa** (3) The post-war experience of Sub-Saharan Africa, viewed in the light of the end of European colonial administration and the growth of an independent African society.
- 515 The Cultural and Intellectual History of Latin America** (3) Pre-Columbian art and thought, scholasticism, mercantilism, the Great Debate, Baroque architecture, Enlightenment, conservatism, liberalism, Romanticism, Modernism, Positivism, Jose Enrique Rodo, Aprismo, Mexican muralists, novel of social protest, existentialism, and music. Lineaments of the Latin-American mind.
- 516 Modern Mexico** (3) Mexico during the 19th and 20th centuries; stress on the dramatic transformation of Mexico from backwardness to modernity in the short period of a century and a half.
- 530 Problems in Medieval Civilization** (3) Rise and fall of the Byzantine Empire, conquests of the Arabs and Turks, the crusades for the recovery of the Holy Land; the religious orders and the universal aspirations of the Papacy.
- 531 The Renaissance** (3) Political, social, and cultural transitions in Italy and Northern Europe, 1350-1550.
- 532 The Reformation** (3) Major and minor Protestant leaders and their movements; effects on the evolving nation-states; the Church of Rome's response; Wars of Religion and Treaty of Westphalia; the Scientific Revolution.
- 533 Dynastic Europe: 1648-1789** (3) The absolute dynastic monarchy as best exemplified by France, Prussia, and Russia; the middle class challenge as typified by the English experience; the Enlightenment and the New Science; capitalism; colonialism; and wars of empire.
- 534 The French Revolution and the Napoleonic Era: 1789-1815** (3) Causes of the French Revolution, failure of absolutism, Reign of Terror, the Directory; rise of Napoleon Bonaparte and

his contribution to the Revolution; the Empire – its rise and collapse; Congress of Vienna.

- 535 Nationalism and Democracy: 1815-1914** (3) Aftermath and effect of the French Revolutionary era; events brought on by the growth of nationalism and democracy; development of the industrial revolution. Roots of the First World War.
- 536 Europe Since 1914** (3) Twentieth century Europe, with emphasis on causes of World War I; Europe between World War I and World War II; problems of contemporary Europe.
- 540 The Evolution of Modern Russia** (3) A cultural approach to the historical development of Russia from the foundation of Kiev to the Revolution of 1917. Emphasis is on Russia's political and aesthetic uniqueness.

- 541 Tudor and Stuart England** (3) Social, cultural, religious, political, and economic developments during the Tudor and Stuart reigns; building a strong Tudor monarchy; the English Reformation; Stuart Absolutism; Puritan Revolution, Civil War, and the Commonwealth; the beginning of Empire; the Restoration, Glorious Revolution, and growth of English constitutionalism.

- 542 Women and Children in Early Modern Europe** (3) Focuses on the private and public life of women and children of diverse social status in various European countries. Special attention is given to changing social, religious, economic, and cultural attitudes and how they affected the lives of women and children.

- 545 Holocaust** (3) The study of steps leading to the Holocaust (1933-1945), the Holocaust itself, and the aftermath. The rise of Nazism is included.

- 550 Colonial America: 1607-1763** (3) Development of the 13 colonies of Anglo-America from their settlement to mid-18th century. Emphasis on a conceptual analysis of specific events and problems.

- 551 Revolutionary America: 1763-1789** (3) American development from the mid-18th century to the framing of the Constitution, with emphasis on the causes of the American Revolution and the evolution of American institutions and ideas throughout the period.

- 553 The Rise of the New Nation: 1789-1850** (3) A historiographical approach involving interpretations of the foundations and development of the Federalist Party, emergence of Jeffersonian Democracy, evolution of Jacksonian Democracy, and events of the Middle Period leading to the decade of controversy.

- 554 Civil War and Reconstruction: 1850-1877** (3) The War and its aftermath as the great watershed of United States national history. Emphasis on the conflicting interpretations of the causes, nature, and effects of the Civil War.

- 555 Emergence of Modern America: 1876-1923** (3) Rise of industry, labor, immigration, and new cultural patterns; emergence of new political alignments, rise of imperialism, development of liberalism and reform; America's struggle for neutrality and her participation in World War I.
- 556 America Since 1919** (3) The impact of urbanization and industrialization on society, politics, and economics; the problems of wars – declared and undeclared – and the various policies for peace.

- 557 Problems in American Constitutional Development** (3) Selected problems in the development of American constitutional government. The progressive adaptation of the law to a changing social and economic order. Conflicts such as nationalism versus states' rights, and vested rights versus police power.

- 558 Recent American Diplomatic History**

(3) American foreign policy in Europe, Asia, Latin America, and the Middle East from 1945 to the present. Objectives sought by the United States and the political, military, economic, and social policies pursued; origins of the Cold War.

- 559 American Urban History** (3) Research methods and approaches for studying the history of cities in America. Emphasis on quantitative analysis, including studies of urban population, social mobility, and voting patterns.

- 560 American Labor Since 1865** (3) American laborers and labor organizations in the past 100 years; industrialization, immigration, and labor; women, children, and minorities in labor organizations; political parties, radical groups, and violence as factors in labor history; economic conditions and labor; Big Labor.

- 561 The Indian in America's Past** (3) The dispossession of the American Indian: land seizures, wars and treaties, cultural contact; customs, mores, economic, and religious life of the Indian; assimilation and preservation of Indian culture.

- 563 Biography** (3) Considers the role of the individual and the writing of biography as a problem in historical thinking and research.

- 601 Directed Readings in American History** (3) A critical examination of significant works on selected topics in the field. PREREQ: Permission of graduate coordinator.

- 602 Directed Readings in European History** (3) A critical examination of significant works on selected topics in the field. PREREQ: Permission of graduate coordinator.

- 603 Directed Readings in World and Regional History** (3) A critical examination of significant works on selected topics in the field. PREREQ: Permission of graduate coordinator.

- 650 Seminar in American History** (3) Selected problems in American history. Subject announced in advance of each semester. PREREQ: HIS 500.

- 651 Seminar in European History** (3) Selected problems in European history. Subject announced in advance of each semester. PREREQ: HIS 500.

- 652 Seminar in History of the Non-Western World** (3) Selected problems in non-Western world history. Subject announced in advance of each semester. PREREQ: HIS 500.

- 660 Field Studies in History** (3-6) A fully supervised learning experience, usually a tour, designed to expose students to the culture, artifacts, and research facilities of a given country or area.

- 690 Independent Studies in History** (1-3) Research projects, reports, and readings in history. PREREQ: Approval of department chairperson.

- 691 Thesis** (3-6)

**SOCIAL SCIENCE**

Symbol: SSC

- 502 Methods and Materials for Teaching Social Studies** (3-6) Current practices and procedures; organization and planning; the use of classroom, library, and curriculum materials; testing, measurements, and evaluation; bibliographical sources for both teachers and students.

- 580 Ethnic Cultures Institute** (3) An interdisciplinary offering, the institute considers the contributions of ethnic groups to the culture of the United States. Designed primarily for teachers, community action personnel, and students who wish to increase knowledge and skills for developing meaningful intergroup relationships and improving classroom instruction. Educators and community leaders take part.

# Instructional Media

Room 302E Recitation Hall  
 West Chester University  
 West Chester, PA 19383  
 (215) 436-2233

Dr. Spiecker, Chairperson  
 Ms. Rumfield, Coordinator of Graduate Studies

## PROFESSOR

Joseph M. Spiecker, Ed.D., Nova University

## ASSOCIATE PROFESSOR

David L. Redmond, M.S., Syracuse University

## ASSISTANT PROFESSOR

Robert Momeyer, M.Ed., Lehigh University  
 Russell E. Reis, M.Ed., West Chester University  
 Michael Ruffini, M.Ed., West Chester University  
 Nancy J. Rumfield, M.S., West Chester University

## Programs of Study

Students may apply for degree candidacy and work toward an M.S. or M.Ed. in instructional media, or they may complete the Instructional Technology Specialist Certification Program.

## Admission Requirements

All candidates must meet the general requirements for admission to a degree program at West Chester University, listed under Admission.

## Admission to Degree Candidacy

Before completing 15 semester hours, students must meet the following requirements for degree candidacy:

1. A 3.0 grade point average (GPA) in EDM course work.
2. A 2.75 GPA in overall graduate studies.
3. Successful performance on the Miller Analogies Test or Graduate Record Exam.
4. Satisfactory performance on a qualifying examination in instructional media after completion of 12 semester hours.

## Degree Requirements

1. Successful completion of all course work.
2. A 3.0 GPA in courses in educational media.
3. A 2.75 GPA in overall graduate work.
4. Satisfactory performance on the comprehensive examination.

## MASTER OF SCIENCE

(36-39 semester hours)

This program is designed for the many fields outside education, where highly skilled personnel are needed in the growing areas of training and instructional media.

## CURRICULUM

- a) Required Courses 27-30 semester hours
  - EDM 502 Selection and Effective Utilization of Instructional Media (3)
  - EDM 503 Developing Mediated Individualized Program (3)
  - EDM 505 Theory of Motion Picture Production (3)
  - EDM 523 Design of Production of Visual Materials (3)
  - EDM 525 Basic Photography (3)
  - EDM 533 Basic TV Production (3)
  - EDM 560 Organization and Administration of Media Programs (3)
  - EDM 563 Field Study of Media Programs (3)
  - EDM 591 Seminar in Research in Communications (3-6)

- b) Concentration Area 9 semester hours
  - (Six credits in one of the following, totalling nine credits in area of concentration)
  - Photography**
    - EDM 513 Production of Multimedia Programs (3)
    - EDM 525 Basic Photography (3)
    - EDM 526 Intermediate Photography (3)
    - EDM 528 Advanced Still Photography (3)
  - Cinematography**
    - EDM 505 Theory of Motion Picture Production (3)
    - EDM 529 Production of 8-mm Motion Pictures (3)
    - EDM 530 Cinematography I (3)
    - EDM 531 Cinematography II (3)
  - Television**
    - EDM 533 Basic TV Production I (3)
    - EDM 534 Instructional Television Production II (3)
    - EDM 535 Instructional Television Production III (3)
  - Research in Communication**
    - EDF 500 Methods and Materials of Research (3)
    - EDM 591 Seminar in Research in Communication (3-6)
    - EDM 595 Independent Studies in Instructional Media (1-3)
    - RES 520 Research Design (3)
    - RES 650 Research Report (3)

## MASTER OF EDUCATION

(33 semester hours)

This degree is offered to candidates who possess an Instructional Level I or Instructional Level II certificate. It prepares them for positions as instructional media coordinators in elementary and secondary schools, and for instructional and administrative positions in colleges.

## CURRICULUM

- a) Required Courses 6 semester hours
  - EDF 500 Methods and Materials of Research in Education (3)
  - EDF 510 Educational Foundations (3)
- b) Required EDM Courses 15 semester hours
  - EDM 502 Selection and Effective Utilization of Instructional Media (3)
  - EDM 503 Developing Mediated Individualized Programs (3)
  - EDM 523 Design and Production of Visual Materials (3)
  - EDM 560 Organization and Administration of Media Programs (3)
  - EDM 590 Internship in Instructional Media (3-6)
- c) Electives 12 semester hours
  - (Chosen under advisement)
    - EDM 501 Orientation to Instructional Media (3-6)
    - EDM 508 Instructional Materials in the Elementary School Curriculum (3)
    - EDM 513 Production of Multimedia Programs (3)
    - EDM 524 Advanced Production of Visual Materials (3)
    - EDM 525 Basic Photography (3)
    - EDM 526 Intermediate Photography (3)
    - EDM 528 Advanced Still Photography (3)
    - EDM 529 Production of 8-mm Motion Pictures (3)
    - EDM 530 Cinematography I (3)
    - EDM 531 Cinematography II (3)
    - EDM 533 Basic Television Production I (3)
    - EDM 534 Instructional Television Production II (3)
    - EDM 535 Instructional Television Production III (3)
    - EDM 563 Field Study in Media Programs (3)
    - EDM 565 Seminar in Mass Media (3)
    - EDM 591 Seminar in Research in Communications (3-6)

**CERTIFICATION PROGRAM****Instructional Technology Specialist**

Courses required for certification in the Instructional Technology Specialist Certification Program include EDM 502, 503, 523, 560, and

**COURSE DESCRIPTIONS****INSTRUCTIONAL MEDIA**

Symbol: EDM

**501 Orientation to Instructional Media**

(3-6) Survey of modern instructional media with opportunities for laboratory activities.

**502 Selection and Effective Utilization of Instructional Media** (3) Evaluates diverse types of instructional media and explores means of integrating and using media in instructional and training programs.**503 Developing Mediated, Individualized Programs** (3) A workshop stressing the development of individualized, mediated instructional packages using the systems approach.**505 Theory of Motion Picture Production** (3) History and development of the motion picture; production techniques, the impact of 35-mm and 16-mm film, and the comparison of film production to television production.**508 Instructional Materials in the Elementary School Curriculum** (3) Practice in techniques of using and evaluating communications media in the classroom.**513 Production of Multimedia Programs** (3) Lectures, discussions, demonstrations, and lab sessions. Each student will prepare a multimedia presentation. PREREQ: EDM 525.**523 Design and Production of Visual Materials** (3) Students explore the areas of design as they relate to the production of visual instructional materials.**524 Advanced Production of Visual Materials**

(3) Advanced design and production of visual materials through various techniques, including computer technology. PREREQ: EDM 523.

**525 Basic Photography** (3) A basic laboratory course in taking and processing still pictures and images.**526 Intermediate Photography** (3) A workshop course for those who have had a basic photography course or previous photographic experience. PREREQ: EDM 525.**528 Advanced Still Photography** (3) Lecture and laboratory experiences in large format. PREREQ: EDM 525.**529 Production of 8-mm Motion Pictures**

(3) Prepares teachers to produce and guide students in the production of 8-mm visuals.

**530 Cinematography I** (3) Film and video production techniques are explored. This includes lecture and demonstration of production techniques as well as developmental aspects.**531 Cinematography II** (3) Film and video post production techniques are explored. Importance of research as well as management and administration factors of film/video post production will be studied. PREREQ: EDM 530, 533, or 505.**533 Basic TV Production I** (3) Development of television and the use of commercial, educational, and closed-circuit television.**534 Instructional Television Production II** (3) Planning, writing, producing, and evaluating television productions. PREREQ: EDM 533.

590. Courses also may be required in photography, film, or TV, depending on the student's entry level into the certification program. To receive the certificate, students must successfully complete 24 credits and a proficiency exam.

**535 Instructional Television Production III** (3)

Production of telecasts in selected subject areas with emphasis on videotape recording. PREREQ: EDM 534.

**552 Computer Applications in Education** (3) Development of specialized instructional and management applications of hardware and software, including the use of desktop publishing.**560 Organization and Administration of Media Programs** (3) The function of the school's instructional media program, selection and evaluation of materials and equipment, unit costs, problems of developing and maintaining an efficient operation. PREREQ: 12 graduate credits in educational media.**563 Field Study of Media Programs** (3) A scheduled group or individualized tour, foreign or domestic, in which students investigate notable installations or projects in instructional media.**565 Seminar in Mass Media** (3) Explores current problems in the use of instructional media. PREREQ: 12 graduate credits in instructional media.**590 Internship in Instructional Media**

(3-6) Practicum in supervising and implementing instructional services. PREREQ: 18 credits in instructional media.

**591 Seminar in Research in Communications**

(3-6) Basic elements of communication theory, applied to instructional media. Research in instructional media is analyzed.

**595 Independent Studies in Instructional Media** (1-3)**598 Workshop in Instructional Media** (3-6)**Leadership for Women**

207 Ruby Jones Hall

West Chester University

West Chester, PA 19383

(215) 436-2746 or (215) 436-2464

Dr. Rengert, *Program Concentration Adviser*

Dr. Milne, *Director, Master of Science in Administration*

Dr. Schlau, *Director, Women's Studies*

**WOMEN'S STUDIES GROUP****PROFESSORS**

Diane O. Casagrande, Ph.D. (*Communication Studies*)

Mary E. Crawford, Ph.D. (*Psychology*)

Anne Dzamba, Ph.D. (*History*)

Patricia C. Johnson, Ph.D. (*History*)

Mary Keetz, Ph.D. (*Education*)

Lynette F. McGrath, Ph.D. (*English*)

Tahany Naggar, Ph.D. (*Economics*)

Carol Radich, Ph.D. (*Education*)

Arlene Rengert, Ph.D. (*Geography*)

Jane Swan, Ph.D. (*History*)

C. James Trotman, Ed.D. (*English*)

Richard J. Webster, Ph.D. (*History*)

**ASSOCIATE PROFESSORS**

Emma Lee Brown, M.S.L.S. (*Library*)

Elizabeth Larsen, Ph.D. (*English*)

Stacey Schlau, Ph.D. (*Foreign Languages*)

**ASSISTANT PROFESSORS**

Helen Berger, Ph.D. (*Anthropology/Sociology*)

Maria R. Boes, Ph.D. (*History*)

Mary Anne Burns-Duffy, M.S.L.S. (*Library*)

Celia Esplugas, Ph.D. (*Foreign Languages*)

Andrea Fishman, Ph.D. (*English*)

Robin Garrett, M.S.N. (*Nursing*)

Elizabeth A. Giangiulio, M.Ed. (*Career Development*)

Saundra Hall, M.A. (*Theatre*)

Jane Jeffrey, Ph.D. (*English*)

Margarete Landewehr, Ph.D. (*Foreign Languages*)

Deborah Mahlstedt, Ph.D. (*Psychology*)

Mary McCullough, Ph.D. (*Communication Studies*)

Patricia Patrick, M.A. (*Education*)

Ruth Porritt, Ph.D. (*Philosophy*)

Geetha Ramanathan, Ph.D. (*English*)

Frauke Schnell, Ph.D. (*Political Science*)

Carol Shloss, Ph.D. (*English*)

Mary Steiber, Ph.D. (*Art*)

Karin Volkwein, Ph.D. (*Physical Education*)

Leadership for Women is a concentration within the Master of Science in Administration program. It addresses organizational power, which sometimes is inequitable for men and women of equal training and talent. It recognizes that women who seek to advance to leadership positions often become change agents within the organization, and sometimes within their families and community as well.

This concentration consists of four required and two elective courses. The required courses involve reading and study of feminist perspectives on initiating, responding to, and managing change. They examine theories and practices that clarify values. They contain models and strategies for resolving the conflicts and logistical dilemmas vital to a successful administrative career that differs from conventional sex role ascription of status and power.

Students in other M.S.A. concentrations may also take these required courses.

PSY 465/565 Psychology of Women (3)

WOS 530 Women in Leadership: Critical Issues (3)

WOS 531 Management of Leadership: Laboratory Course (3)

WOS 533 The Woman Executive: Research Seminar (3)

#### COURSE DESCRIPTIONS WOMEN'S STUDIES

Symbol: WOS

530 Women in Leadership: Critical Issues (3)

Survey of the literature that defines and discusses critical issues for the woman leader. Some issues center around lifestyle choices and conflicts (loneliness, family pressure) and others around organizational barriers and alternative means to overcome them.

531 Management of Leadership: Laboratory Course (3) The study and practice of alternative leadership modes. The course uses workshop techniques to teach speech, small-group dynamics, and other communication skills, and problem-solving strategies.

533 Woman Executive: Research Seminar (3) A seminar that requires each student to complete an original project on the goals, problems,

The student, with the approval of the adviser, chooses two electives appropriate to specific career interests. Examples include:

ADM 612 Internship (3-6)

ECO 503 Economic Role of Women (3)

ENG 508 Writing Seminar (3)

GEO 530 Demographic Analysis (3)

PSC 515 Women in Politics (3)

PSC 552 Civil Liberties and Civil Rights (3)

♦ WOS 539 Research Project (3)

Comprehensive examination in concentration is required.

Students in the degree program also take six required courses in the Administration Core:

ADM 501 Administrative Theory and Environment (3)

ADM 502 Computers for Managers (3)

ADM 503 Accounting/Budgeting (3)

ADM 504 Communication for Administrators (3)

ADM 505 Organizing Human Resources (3), and either

ADM 506 Budgetary Process (3), or

ADM 507 Liability for Managers (3)

choices, or successes of women in middle- or upper-level management positions. The use of case studies, surveys, oral history, and other research techniques will be explored. An appropriate internship may be substituted for this course.

539 Independent Study (3) A project to be developed independently by the student working with a specific instructor.

## Linguistics

550 Main Hall

West Chester University

West Chester, PA 19383

(215) 436-2898

(Interdisciplinary Area)

Dr. Godfrey, Coordinator

#### LINGUISTICS GROUP

Diane O. Casagrande, Professor (*Communication Studies*)

W. Stephen Croddy, Professor (*Philosophy*)

#### COURSE DESCRIPTIONS

#### LINGUISTICS

Symbol: LIN

501 Introduction to Linguistics (3) Basic concepts of language description, classification, change, reconstruction, dialectology, and sociolinguistics.

503 Phonology and Morphology (3) Phonetics, phonemics, morphophonemics, and the morphological composition of words.

504 Syntax (3) A comparative study of the various modern approaches to the study of grammar. PREREQ: LIN 501 or ENG 575.

505 Transformational Grammar (3) Basic concepts of transformational theory and their application in teaching. PREREQ: LIN 501 or ENG 575.

506 Meaning in Language (also PHI 506) (3)  
See PHI 506.

512 Descriptive Linguistics (3) Analysis of the phonemic, morphological, and syntactic features of typologically divergent languages. Procedures for eliciting linguistically relevant data about a language from a native speaker. PREREQ: LIN 503.

515 Language, Thought, and Behavior (also SPC 515) (3) See COM 515.

523 Philosophy of Language (also PHI 523) (3) See PHI 523.

540 Sociolinguistics (also SOC 540) (3) The study of language in its social context: the ethnography of communication; language and

society, social classes, ethnic groups, politics, sex, and education. PREREQ: LIN 501 or permission of instructor.

555 Psycholinguistics (3) A study of the relationships between language and thought. Models of language, communication theory, and learning theory. Emphasis on natural language development and bilingualism.

580 Language and Culture (also ANT 580) (3) Language as an aspect of culture; linguistic-perceptual-cognitive categories; social and psychological aspects of language. PREREQ: LIN 501 or permission of instructor.

590 Independent Study (1-3)

## Management – See Business

## Marketing – See Business

# Mathematics and Computer Science

13-15 University Ave.  
West Chester University  
West Chester, PA 19383  
(215) 436-2440

Dr. Weaver, *Chairperson*  
Dr. Milito, *Coordinator of Graduate Studies*  
(215) 436-2690

### PROFESSORS

Richard G. Branton, Ph.D., *University of Pennsylvania*  
Richard Epstein, Ph.D., *Temple University*  
James D. Fabrey, Ph.D., *Massachusetts Institute of Technology*  
Frank Grosshans, Ph.D., *University of Chicago*  
Sebastian S. Koh, Ph.D., *University of California*  
James E. L'heureux, Ph.D., *Louisiana State University*  
Eli M. Mandelbaum, Ph.D., *University of Pennsylvania*  
Michael Montemuro, Ed.D., *Temple University*  
Waclaw Szymanski, D.Sc., *Polish Academy of Sciences*  
John W. Weaver, Ph.D., *Johns Hopkins University*

### ASSOCIATE PROFESSORS

Gail M. Gallitano, Ed.D., *Columbia University*  
Shiv K. Gupta, Ph.D., *Case Western Reserve University*  
John J. Kerrigan, D.Ed., *Temple University*  
Robert Kline, Ph.D., *Washington University*  
Elaine R. Milito, Ph.D., *Pennsylvania State University*  
Ronnie L. Morgan, Ph.D., *University of Missouri*  
Lin Tan, Ph.D., *University of California*  
Paul Wolfson, Ph.D., *University of Chicago*  
Richard Wyatt, Ph.D., *University of California*

### ASSISTANT PROFESSORS

Clark Dean Horton, Ph.D., *Indiana University*  
Jozsef Horvath, Ph.D., *Yale University*  
Clifford Johnston, Ph.D., *Temple University*  
Francoise E. Schremmer, Ph.D., *University of Pennsylvania*

### Programs of Study

The Department of Mathematics and Computer Science offers the Master of Arts degree with options in pure mathematics, and mathematics education.

The first option is for students interested in furthering their mathematical background. It provides the foundation for continued work in mathematics leading to the Ph.D. in pure mathematics.

The second option is primarily directed to teachers of mathematics who wish to strengthen their background in mathematics and mathematics education; in addition, it provides the foundation for the Doctor of Arts or the Ph.D. in mathematics education.

The department also offers the Master of Science in computer science. The primary purpose of the program is to provide students with a wide variety of courses in computer science. Opportunities also exist for students to engage in research.

Students without a background in computer science may be admitted on probationary status.

The department also cooperates with the School of Education in offering the Master of Education degree in mathematics.

### Admission to the M.A. Program

In addition to meeting the basic admission requirements of the University, applicants must schedule an interview with the department chairperson prior to enrollment. Applicants must have a minimum of 30 semester hours of mathematics, including a full treatment of calculus, at least one advanced undergraduate course in modern algebra, and one in advanced calculus. Deficiencies in these areas may be removed by successfully completing MAT 512 (Modern Algebra) and/or MAT 541 (Advanced Calculus). The department, at its discretion, may require the Graduate Record Examination (GRE).

### Admission to the M.S. Program

In addition to meeting the basic admission requirements of the University, applicants must have completed course work in computer science and mathematics, including CSC 505-508, CSC 402, two semesters of calculus, and one semester of discrete math and statistics. Deficiencies in these areas may be removed by taking appropriate courses approved by the program adviser. The GRE is required.

### Admission to the M.Ed. Program

In addition to meeting the basic admission requirements of the University, applicants must schedule an interview with the graduate coordinator prior to enrollment. Applicants must present a minimum of 24 semester hours of mathematics, including a full treatment of calculus and at least one advanced undergraduate course in modern algebra or advanced calculus. Deficiencies in these areas may be removed by successfully completing MAT 512 (Modern Algebra) or MAT 541 (Advanced Calculus).

### Requirements for the M.A., M.S., and M.Ed. Degrees

In addition to completing the course requirements shown below, candidates for any of these degrees must pass a comprehensive oral or written examination.

### MASTER OF ARTS IN MATHEMATICS

(30 semester hours)

- |  |                   |
|--|-------------------|
| <p>1. Core Courses</p> <p>Candidates in all options are required to take nine semester hours, including MAT 515 and 545, and either MAT 575 or an approved course in statistics or applied mathematics.</p>                                    | 9 semester hours  |
| <p>2. Required Courses</p> <p>A. Pure Mathematics Option: MAT 516, 535, 546, and 575 (or 576 if 575 is selected for Core)</p> <p>B. Mathematics Education Option: MTE 504, 507, and 508, and one of the following: MTE 505, and 551 or 552</p> | 12 semester hours |
| <p>3. Electives</p> <p>Chosen under advisement from the course offerings below that bear the prefix MAT or STA, except MAT 503, 512, and 541. Students may modify this program with the approval of the department chairperson.</p>            | 9 semester hours  |

**MASTER OF SCIENCE IN COMPUTER SCIENCE**

(30 semester hours)

1. Core Courses CSC 601, 602, 603, and 604	12 semester hours
2. Required Courses Chosen under advisement from the following: CSC 521, 531, 541, 543, 571, 581, 610, and 620.	12 semester hours
3. Electives Chosen with the approval of the student's adviser from course offerings bearing the prefix CSC, MAT, or STA, or involving the application of computer science to another discipline, such as psychology, economics, physics, etc.	6 semester hours

**COURSE DESCRIPTIONS****COMPUTER SCIENCE**

Symbol: CSC

**501 Introduction to Computers** (3) This course deals with defining computers and their capabilities, and exploring their history, societal implications of their usage, and application. A brief introduction to a programming language is provided, along with hands-on experience using wordprocessing, database, and spreadsheet programs (for nonmajors).

**502 Computers for Managers** (3) Management techniques for the evaluation, acquisition, and management of computer personnel and technology (for nonmajors). Required M.B.A. course.

**505 Introduction to Computer Science**

(3) Introduction to the art and science of computing and its applications. Topics covered are elementary data structures, structured programming techniques, algorithm development, error analysis, and file manipulation. A final, substantive, programming project is required of each student. A structured programming language is used. PREREQ: Two years of high school algebra.

**506 Applied Software** (3) Techniques of program design, documentation, and implementation. Advanced features of the structured language of CSC 505 are studied and used. Emphasis is on data storage, data representation, and file structures. PREREQ: CSC 505.

**507 Data Structures** (3) Data structures are presented using the structured language of CSC 505. Topics include stacks, queues, linked lists, trees, sorting, and searching. PREREQ: CSC 505, calculus.

**508 Computer Organization** (3) Study of the architecture of a computer system and its language. Topics include array processing, stack handling, subroutines, parameter passing, interrupts, I/O processing, arithmetic operations, bit manipulation, and memory organization. PREREQ: Calculus I.

**510 Computer Programming and Numerical Methods** (3) Algorithmic methods are used to program the computer to solve numerical problems from science and engineering. PREREQ: Some high-level programming and one year of calculus.

**515 Introduction to Computer Programming** (3) The art and science of computing are introduced with emphasis on structured programming. Topics include looping, branching, arrays, and program development (for nonmajors). PREREQ: One year of high school algebra.

**521 Data Base Management Systems** (3) Detailed study of the characteristics of generalized data management systems, including a survey of

some of the systems in widespread use. Emphasis is placed on how to improve the interface between managers and the information they need to make decisions through easy-to-use, generalized, reporting systems. PREREQ: CSC 507.

**531 Operating Systems I** (3) Operating systems and their characteristics are studied. Maintenance of a complex operating system with emphasis on the important trade-offs made in tuning the system. Details of memory and file management, system accounting, and other user-related services are emphasized. PREREQ: CSC 507, 508, discrete math, statistics or equivalent.

**532 Operating Systems II** (3) A modularly constructed UNIX operating system, which uses the object-oriented programming techniques of message passing, is studied. Topics covered are process control and management, memory management, file management, systems accounting, and systems security. PREREQ: CSC 531.

**535 Data Communications I** (3) Overview of the various aspects of modern telecommunications. Discussion of the hardware and software facets of the transmission of information in the forms of voice, data, text and image. PREREQ: CSC 507, 508, discrete math or equivalent.

**536 Data Communications II** (3) In-depth study of some aspects of modern telecommunication systems. Discussion of network implementation and design, serial port communications, and user interfaces. PREREQ: Data Communications I and calculus.

**541 Compiler I** (3) Translation, loading, and execution of a higher level language. Syntax analysis of simple expressions and statements. Organization of a compiler, including compile-time and run-time symbol tables, error diagnostics, and object code optimization. Design and implementation of a simple compiler. PREREQ: CSC 507, 508, discrete math or equivalent. Offered in spring.

**542 Compiler II** (3) An in-depth study of syntax-directed analysis, error recovery, and code optimization. Compiler language feature. PREREQ: CSC 541.

**543 Formal Languages** (3) A study of the various types of automata and their associated languages. Designed to give the student an understanding and appreciation of the production system for languages and their relationship to automata. PREREQ: CSC 507, 508, discrete math or equivalent. Offered in the fall of even-numbered years.

**550 Computers in Education** (3) An introductory computer course where educators will become familiar with microcomputers in a "hands-on" setting and will create a computer-based portfolio for use in their own professional setting.

**MASTER OF EDUCATION IN MATHEMATICS**

(34 semester hours)

The candidate must satisfy the Professional Education Requirements as outlined on page 45.

In the area of concentration (20-22 semester hours), MAT 515 and 545, MTE 507, and either MTE 508 or 509 are required. Electives (8-10 semester hours) are chosen under advisement from the course offerings below bearing the prefix MAT or STA.

Students may modify the area of concentration with the approval of the graduate coordinator.

**552 Computer Applications in Education** (3)

Development of specialized instructional and management applications of hardware and software, including the use of desktop publishing.

**561 Simulation** (3) Computer simulation using logical, numerical, and Monte Carlo modelling to represent systems. Use of special languages to simulate actual systems. PREREQ: CSC 507, calculus, and statistics. Offered in spring, summer, and fall.

**571 Computer Graphics** (3) Construction and manipulation of prototypes for graphical display purposes. PREREQ: CSC 507 (or equivalent), and calculus and linear algebra. Offered in spring.

**581 Artificial Intelligence** (3) Thorough analysis and study of the LISP language in its application to nonnumeric problems and symbol manipulations. Application to gaming, scene analysis and pattern recognition, linguistic analysis and semantic representation, image analysis and solution spaces, problem solving, and attention control. Each student is required to take one substantial problem and solve it using the LISP language and the techniques of artificial intelligence. PREREQ: CSC 507, discrete math or equivalent. Offered in the fall of odd-numbered years.

**585 Expert Systems** (3) Using the techniques of artificial intelligence and formal logic, methods are developed to establish knowledge bases and to extract inferences. Topics include backward and forward chaining, search methods, frames, and slots. PREREQ: CSC 507 and 508, and discrete math.

◆ **595 Topics in Computer Science** (3) Topics announced at time of offering. PREREQ: Consent of instructor. Offered as needed.

**601 Analysis of Computer Algorithms** (4) A treatment of time and space complexity of algorithms, including NP-hard and NP-complete problems. A survey of important and useful algorithms for sorting, searching, pattern matching, and graph manipulation are covered. PREREQ: Six credits of required courses.

**602 Software Engineering** (4) Programming teams design and implement a realistic, fairly complex, software system. Design techniques, analysis, programming style, testing, and documentation will be stressed. PREREQ: Six credits of required courses.

**603 Journal Seminar I** (2) Student, in conjunction with professor, selects topics to be studied in depth via literature search, reading of pertinent articles, and speaking in the seminar. PREREQ: Nine credits of required courses.

◆ This course may be taken again for credit.

**604 Journal Seminar II** (2) A continuation of Journal Seminar I. Each student is required to give several seminars. PREREQ: Nine credits of required courses.

**610 Thesis** (3-6) An expository thesis based on intensive study of a subject of contemporary interest. PREREQ: Approval and supervision by an appropriate faculty member.

**620 Research Thesis** (3-6) A research thesis presenting new and significant contributions to the field. Preparation as an undergraduate major in computer science is helpful. PREREQ: Approval and supervision by an appropriate faculty member.

## MATHEMATICS

Symbol: MAT

**503 History of Mathematics** (3) Development of mathematics from prehistoric time to present. Emphasis on changes in the mainstreams of mathematical thought through the ages.

**506 Fundamentals of Mathematics for Physics** (3) A critical examination of mathematics from the viewpoint of its physical applications.

**512 Modern Algebra** (3) For students with background deficiencies in algebra. Abstract mathematical systems studied include groups, rings, and fields. Offered in summer.

**513 Linear Algebra** (3) Vectors, vector spaces, determinants, linear transformations, matrices, and bilinear and quadratic forms. PREREQ: MAT 512 or equivalent.

**514 Theory of Numbers** (3) Elementary number theory and selected topics in analytic number theory.

**515 Algebra 1** (3) Elements of abstract algebra, groups, commutative ring theory, modules, and associative algebras over commutative rings. PRE-REQ: MAT 512 or equivalent. Offered in fall of odd-numbered years.

**516 Algebra II** (3) A continuation of MAT 515. Vector spaces, representation theory, and Galois theory. PREREQ: MAT 515. Offered in spring of even-numbered years.

**517 Topics in Algebra** (3) Advanced algebraic theories. Homological algebra, algebraic geometry, and algebraic number theory. PREREQ: MAT 516.

**521 Discrete Mathematics and Graph Theory** (3) Techniques of problem solving, including the use of binomial coefficients, generating functions, recurrence relations, the principle of inclusion-exclusion, and Polya's Theorem.

**532 Modern Geometry** (3) Foundations of geometry. Axiomatics, and the structure of a geometric system. Euclidean geometry from the standpoint of the Euclid and Hilbert postulates. Certain topics in projective and hyperbolic geometry.

**533 Projective Geometry** (3) An algebraic approach to projective geometry. Invariant theory, projective spaces, conics and quadratic forms, and subgeometries of real projective geometry.

**535 Topology** (3) Filters, nets, separation axioms, compactness, connectedness, and uniform spaces.

**536 Algebraic Topology** (3) Algebraic topological invariants. Homotopy theory; simplicial, singular and Čech homology; and cohomology theories. PREREQ: MAT 516 and 535.

**541 Advanced Calculus** (3) For students with background deficiencies in analysis. Ordinary and uniform limits; sequences of functions; and the Riemann integral. Offered in summer.

**543 Topics in Differential Equations** (3) Advanced topics. Existence and uniqueness

theorems, stability theory, singular points, and regular singular points. Sturm separation theorem and the "method of Liapunov."

**545 Real Analysis I** (3) A rigorous study of real-valued functions of real variables. PREREQ: MAT 541 or equivalent. Offered in the fall of even-numbered years.

**546 Real Analysis II** (3) Continuation of MAT 545. PREREQ: MAT 545. Offered in the spring of odd-numbered years.

**570 Mathematical Models in the Life, Physical, and Social Sciences** (3) Techniques and rationales of model building. Applications to the life, physical, and social sciences.

**572 Proseminar** (3) Seminar in generating and solving problems in mathematics.

**575 Complex Analysis I** (3) A rigorous study of complex-valued functions of complex variables.

**576 Complex Analysis II** (3) Continuation of MAT 575. PREREQ: MAT 575.

**581 Methods of Applied Mathematics** (3) Vector analysis, complex analysis, Fourier analysis, and Sturm-Liouville Theory.

**583 Operations Research and Applied Mathematics** (3) Topics in applied mathematics. Linear and dynamic programming, game theory, extreme value problems, inventory, allocation, and queuing and search problems.

**593 Topics in the History of Mathematics** (3) Specialized topics in the history of mathematics announced at the time of offering. PREREQ: Consent of instructor.

**595 Topics in Mathematics** (3) Topics announced at time of offering. PREREQ: Consent of instructor. Offered as needed.

**599 Independent Study** (1-3) Offered as needed.

**610 Thesis** (3-6) Offered as needed.

## MATHEMATICS EDUCATION

Symbol: MTE

**501 Fundamental Concepts of Mathematics I** (3) Selected topics that reflect the spirit and the content of the modern elementary school mathematics programs. Logic, sets, functions, number systems, integers, number theory, rational numbers, and problem solving, including estimations and approximations, proportional thinking, and percentages.

**502 Fundamental Concepts of Mathematics II** (3) A continuation of MTE 501. The real number system, probability, statistics, geometry, measurement (including the metric system), and problem solving. PREREQ: MTE 501.

**504 Research in Mathematics Education** (3) Techniques of research in mathematics education. Analysis of types of research; selection of a problem; and formulation of a plan of investigation and report, including statistical analysis.

**505 Research Techniques in Mathematics Education** (3) Statistical principles in experimental design. General linear model correlation, regression, statistical inference, analysis of variance, and factorial designs. Critiques of current literature.

**507 Current Trends in Teaching Mathematics** (3) Philosophy, techniques, subject matter, and effectiveness of current secondary school mathematics courses examined against the changing character of American society and technology. Offered in summer of odd-numbered years.

**508 Topics in Mathematics Education** (3) Topics announced in advance. Typical topics include teaching mathematics to the slow learner, methods of research in mathematical education,

mathematics laboratories, and individualized instruction. Offered in summer of even-numbered years.

**510 Algebra for the Elementary Teacher** (3) An introduction to modern algebra. A comparative study of mathematics systems. PREREQ: MTE 501 or equivalent. Offered in fall of even-numbered years.

**530 Geometry for the Elementary Teacher** (3) Basic concepts in geometry. Euclidean geometry and postulative systems. PREREQ: MTE 501 or equivalent. Offered in fall of odd-numbered years.

**550 Topics in Mathematics for Elementary School Teachers** (3) In-depth coverage of topics in mathematics introduced in grades K-8. Topics include number theory, probability, statistics, inequalities, and introduction to the computer. Emphasis among these and inclusion of additional topics depend on student preparation and need. PREREQ: MTE 501 or equivalent.

**551 Mathematics for the Disadvantaged** (3) Examination of current programs in mathematics for the disadvantaged; discussion of the pertinent research literature; and development of materials and techniques for teaching the slow learner and low achiever.

**553 Teaching Elementary School Mathematics I** (3) In-depth treatment of strategies, methods, and materials for teaching the following concepts in an elementary classroom: place value; addition, subtraction, multiplication, and division of whole numbers; measurement; elementary number theory; geometry; fractions; and integers. PREREQ: MTE 501 or equivalent. Offered in spring of even-numbered years and in summer.

**554 Teaching Elementary School Mathematics II** (3) History and development of the modern elementary school mathematics programs. Theories and findings of recent and contemporary learning theorists are investigated. Modern organizational strategies surveyed, including team teaching, individualized instruction, open space, etc. Contemporary instruction strategies, such as individualized learning systems, mathematical laboratories, and individually prescribed instruction, are studied. PREREQ: MTE 553. Offered in spring of odd-numbered years.

**558 Teaching Mathematics in the Junior High School** (3) Methods and materials for teaching the concepts of middle school and junior high school mathematics. Objectives are developed and serve as the basis for all course work. Current textbooks, achievement tests, and audio-visual materials are reviewed.

**560 Teaching Algebra in the Secondary School** (3) Methods and materials for teaching the concepts of first- and second-year algebra. Emphasis on relevant applications to real-life situations. Objectives, along with criterion-referenced test items, are developed for pre-algebra, as well as for the two algebra courses. Current textbooks, achievement tests, and audio-visual materials on algebraic topics are reviewed.

**561 Calculus for Teachers** (3) Analytic geometry of both the straight line and conics, and elements of the calculus of functions of a single real variable are reviewed. Topics include limits, continuity, the derivative and integral and their applications, curve sketching, and polar coordinates. Emphasis on methods of teaching these topics to secondary school students.

**562 Computer Applications for Elementary School Mathematics** (3) The materials-oriented approach to teaching elementary school mathematics, including cuisenaire rods, the geoboard, attribute games, tangrams, and multibase blocks.

Emphasis on learners' participation in activities directly related to mathematics of the elementary school. Use of materials extends to all grade and ability levels.

**567 Teaching Geometry in the Secondary School** (3) Methods and materials for teaching the concepts of geometry in the secondary school. Emphasis on the development of relevant applications of the concepts of geometry in real-life situations.

**568 Seminar for Secondary School Mathematics Teachers** (3) Selected topics of current interest in secondary school mathematics for the in-service teacher.

**569 Seminar for Elementary School Mathematics Teachers** (3) Selected topics of current interest in elementary school mathematics for the in-service teacher.

**599 Independent Study (1-3)**

**610 Thesis (3-6)**

## STATISTICS

Symbol: STA

**521 Statistics I** (3) For nonmathematics majors.

Emphasis on applications to education, psychology, and the sciences. Distributions, measures of central tendency and variability, correlation, regression and hypothesis testing, and other topics.

**523 Mathematical Statistics I** (3) A rigorous treatment of probability spaces and an introduction to the estimation of parameters.

**524 Mathematical Statistics II** (3) Continuation of STA 523. Correlation, sampling, tests of

significance, analysis of variance, and other topics.

PREREQ: STA 523.

**525 Probability** (3) An advanced approach to the elements of probability. Discrete and continuous random variables, probability distributions,

and sampling distributions.

## SERVICE COURSES IN MATHEMATICS AND COMPUTER SCIENCE

### COMPUTER SCIENCE (CSC)

**501 Introduction to Computers**

**515 Introduction to Computer Programming**

**550 Computers in Education**

## MATHEMATICS EDUCATION (MTE)

**501 Fundamental Concepts of Mathematics I**

**502 Fundamental Concepts of Mathematics II**

**510 Algebra for the Elementary Teacher**

**530 Geometry for the Elementary Teacher**

**550 Topics in Mathematics for Elementary School Teachers**

**553 Teaching Elementary School Mathematics I**

**554 Teaching Elementary School Mathematics II**

**558 Teaching Mathematics in the Junior High School**

**560 Teaching Algebra in the Secondary School**

**561 Calculus for Teachers**

**562 Computer Applications for Elementary School Mathematics**

**567 Teaching Geometry in the Secondary School**

**568 Seminar for Secondary School Mathematics Teachers**

**569 Seminar for Elementary School Mathematics Teachers**

## STATISTICS (STA)

**521 Statistics I**

## Music

Dr. Sterling E. Murray, *Interim Dean*

Dr. Charles G. Price, *Coordinator of Graduate Studies*

### Programs of Study

The School of Music offers programs leading to the Master of Arts degree in music history and literature, and the Master of Music degree with concentrations in music education, performance, accompanying, music theory or composition, and piano pedagogy. Course selections to meet degree requirements are made by candidates in consultation with their advisers and with consideration of the candidates' goals, abilities, needs, and interests.

### Admission Requirements

In addition to meeting basic University requirements, listed under Admission, applicants for degree programs are considered on the basis of academic record, interviews, GRE Revised Music Test scores, and auditions for performance programs.

Prior to enrollment all applicants must (1) take the GRE Revised Music Test and submit the results. The test is administered by the Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541-

6000; telephone (609) 771-7670. Application forms must be filed with the Educational Testing Service at least 15 days prior to the date of the examination. The GRE Revised Music Test is given at over 800 test centers across the country (including West Chester University) in February and October of every year. A tape and booklet titled "Practicing To Take the GRE Revised Music Test" is available for purchase from the Educational Testing Service. (2) possess appropriate undergraduate degrees and may be required to remedy not more than 12 credits of undergraduate deficiency if the undergraduate degree is not in the area of the intended graduate degree (3) schedule interviews with the graduate coordinator and appropriate department chairperson in the School of Music.

The areas of concentration, directed electives, and free electives are described fully in a student handbook compiled by, and available from, the graduate coordinator of the School of Music.

(Note: Auditions are required for degree programs in music performance.)

Each degree candidate is individually responsible for satisfying degree candidacy and graduation requirements stated elsewhere in this catalog and for meeting deadline dates for the May, August, or December graduation, as appropriate.

## Music Education

Dr. Belmain, *Chairperson*

### PROFESSOR

Carol A. Belmain, D.M.A., *Temple University*

### ASSOCIATE PROFESSORS

J. Bryan Burton, D.M.E., *University of Southern Mississippi*  
Colleen T. Ludeker, Ed.D., *West Virginia University*, Dalcroze License, *Manhattan School of Music*

### ASSISTANT PROFESSORS

Karen L. Markey, M.Mus.Ed., *West Chester University*, Orff Certification, Levels I, II, III (*DePaul University*)

Jane T. Pippert, M.Mus.Ed., *Holy Names College*, Kodaly Emphasis. Certificate, *Liszt Academy (Budapest, Hungary)*

C. Floyd Richmond, M.M., *Delta State University*

### MASTER OF MUSIC IN MUSIC EDUCATION

(30-34 semester hours)

Students may choose either the thesis program of 30 semester hours or the nonthesis program of 34 semester hours (with research, performance, Kodaly, or Orff-Schulwerk options). All programs require completion of nine credits in three core courses: MUE 500, 503, and 510. All students in M.M. programs in music education also must complete a comprehensive exit examination. Additional course requirements are:

Thesis program: Six credits in music education; three credits in

music history; three credits in music theory; three credits in concentration electives; and six credits in research (MUE 691 and 699).

**Nonthesis program:** Six credits in music education; three credits in applied music; three credits in music theory; three credits in music history; three credits in free electives; three credits in concentration electives; four credits in research (MUE 691 and 692), or recital option (MUE 698 and VOI/AIM/PIA 696). Candidates desiring to pursue the recital option in voice must audition before the voice jury

and receive permission to pursue that option before earning 15 graduate hours or after completing VOI 543, whichever comes first.

**Kodaly Concentration:** 18 credits in Kodaly (MUE 525-27, 540, 542), four credits in directed electives, and three credits in music history.

**Orff-Schulwerk Concentration:** 15 credits in Orff-Schulwerk (MUE 530-35); three credits of music history; and seven credits of free electives.

## COURSE DESCRIPTIONS

### MUSIC EDUCATION

Symbol: MUE (unless otherwise shown)

**500 Methods and Materials of Research (3)** Basic techniques and procedures. Major types of research. Methods for locating, evaluating, and interpreting evidence. Preparation of a research outline.

**503 Philosophical Foundations of Music Education (3)** Historical and philosophical foundations of music education. Application of principles of education to music. Major emphasis on development of a philosophy of the discipline.

**510 Current Trends in Music Education (3)** Present practices and emerging developments in music education.

**511 Vitalizing Music in the Elementary School (3)** Study of song series, instruments, and materials in current use in the elementary classroom.

**512 Teaching Music Listening at the Elementary Level (3)** For the elementary classroom and music teacher. Teaching elements of music and musical concepts, and developing aesthetic sensitivity through listening.

**513 Music Education in the Elementary School (3)** For the music educator. Problems, procedures, and materials in the elementary school classroom. PREREQ: Elementary music methods and teaching experience.

**514 Music Education in the Secondary School (3)** The music curriculum in the secondary school. Emphasis on conceptual learning, structured curriculum, independent study, aesthetic experience, and current materials. PREREQ: Secondary school music methods and teaching experience.

**516 Administration and Supervision of School Music (3)** Administrative problems, curricular content and scheduling, in-service training of teachers, and specialized supervisory techniques for the music curriculum. PREREQ: Teaching experience.

**517 Psychology of Music (3)** In-depth study of learning theories as related to music education and the nature of music.

**518 Multicultural Perspectives in Music Education (3)** Understanding the diversity of musical expressions of our planet and the multicultural musical dynamics of American culture; provides music educators with the information, materials and teaching strategies required for the creation and maintenance of a multiculturally based music curriculum.

**520 Classroom Materials for Music Programs (3)** Evaluation of the newest materials for music education.

**522 Music in the Middle School (3)** Review and critical analysis of music education in the middle school; philosophies, curriculum, practices, and personnel.

**525 Kodaly Techniques: Level I (4)** Designed to present lesson-planning strategies and musicianship skills for teaching Kodaly-based methodology in the primary grades and to develop the student's ability to sing pentatonic literature and basic rhythms at sight in a classroom setting.

**526 Kodaly Techniques: Level II (4)** Designed to present lesson-planning strategies and musicianship skills for teaching Kodaly-based methodology in the intermediate and secondary grades to develop the student's ability to sing diatonic literature and advanced rhythms at sight in classroom settings.

**527 Kodaly Techniques: Level III (4)** Strategies and materials for classical music and listening lessons will be presented as well as teaching techniques for the secondary classroom. Students are expected to submit a 30-45 minute teaching tape for purposes of coordinating all Kodaly teaching skills. PREREQ: MUE 525 and 526.

**528 Music in Special Education (3)** Characteristics of special pupils; adaptation of teaching techniques; materials curriculum.

**529 Dalcroze Eurhythmics (3)** A pedagogical approach to the study of enacting musical meanings in physical space. Refining the sensing, analyzing, and improvising of musical concepts by understanding how music is produced.

**530 Orff-Schulwerk – Level I (1-4)** Designed to develop fundamental Orff processes through the acquisition of basic musical skills, soprano recorder techniques, and movement concepts. Level I is limited to pentatonic activities (credit placement determined through advisement).

**531 Orff-Schulwerk – Level II (4)** Designed to develop a theoretical comprehension of the evolution of elemental music through the Baroque period. Liturgical and diatonic modes are used as vehicles in developing harmonic concepts. PREREQ: MUE 530 or Level I Orff Certification from an AOSA accredited program. Admission to program by audition.

**532 Orff-Schulwerk – Level III (4)** Designed to develop comprehension of 20th century styles, and theoretical and performance practices of Western and non-Western music, while using both ethnic and popular means. PREREQ: MUE 531.

**533 Orff-Schulwerk: Recorder Ensemble (1)** A culmination of recorder instruction, through performance, analysis, and discussion, into a survey of repertoire suitable for recorder consort and consort with subordinate instruments. PREREQ: MUE 531. Open, as an elective, to students demonstrating playing proficiency on soprano and alto recorder. Admission by audition.

**534 Orff-Schulwerk: Movement (1)** An in-depth study to develop visual and spacial

awareness, coordination and body control, imagination, improvisation, and kinesthetic understanding of musical elements as they interact within the Schulwerk process. PREREQ: MUE 531. Open, as an elective, to students demonstrating proficiency in creative movement, improvisation, and ethnic dance. Admission by audition.

**535 Orff-Schulwerk: Instrumentarium Practicum (1)** A survey of works by Carl Orff and Gunild Keetman, as well as selected materials arranged for the instrumentarium which require advanced performance skills. PREREQ: MUE 531. Open, as an elective, to students demonstrating playing proficiencies using basic techniques on unpitched and pitched instruments, as well as improvisational skills. Admission by audition.

**536-539 Workshops (1-3)** Participation-oriented workshops designed to meet specific needs in music and music education and to develop skills for practical application in school and professional settings. (The prefixes that apply only to these workshops are MWE, Music Education; MWH, Handbells; MWK, Kodaly; MWO, Orff.)

**540 Kodaly: Conducting (3)** Designed to acquaint the student with the application and development of children's choral literature in performance using composed literature of Kodaly and various other composers who have written for children.

**541 Kodaly: Folk Music (3)** Designed to review and identify folk music genre, identify principal researchers and collections, analyze materials collected, and submit project containing all materials.

**550 Related Arts Pedagogy in Music Education (3)** Historical background of the related-arts movement. Principles of related-arts teaching related to musical elements, forms, and styles, with appropriate teaching techniques at specified grade levels. Materials for school music programs: basal music series, other texts and literature, and resources in related arts. Demonstration lessons and unit planning.

**679 Special Subjects Seminar (1-3)** Significant topics presented by faculty members or visiting lecturers. Designed to meet specific needs of the seminar group.

**681-83 Independent Study in Music (1-3)** Individual research under the guidance of a faculty member. PREREQ: Permission of instructor.

**691 Research Seminar in Music (2)** A research proposal with supporting procedures is developed. Guidance in individual research topics, with tutorial assistance in form and style of research writing.

**692 Research Report (2)**

**698 Performance Research (1)**

**699 Thesis (4)**

## Music History and Literature

Dr. Schmidt, *Chairperson*

### PROFESSORS

Sterling E. Murray, Ph.D., *University of Michigan*  
Liselotte M. Schmidt, Ed.D., *Columbia University*

### ASSOCIATE PROFESSOR

Charles G. Price, Ph.D., *Stanford University*

### ASSISTANT PROFESSOR

Scott L. Balthazar, Ph.D., *University of Pennsylvania*  
Thomas Winters, Ph.D., *University of Pennsylvania*

### COURSE DESCRIPTIONS

#### MUSIC HISTORY AND LITERATURE

Symbol: MHL

**510** Collegium Musicum (1) A chamber ensemble specializing in the use of authentic instruments and performance techniques in the music of the Medieval, Renaissance, and Baroque eras. Open by audition.

**620** World Music (3) An introduction to the study of tribal, folk, popular, and oriental music and ethnomusicological methodology. Open to music majors and nonmusic majors without prerequisites.

**622** History of Jazz (3) A survey of the history of jazz, including representative performers and their music.

**640** Medieval Music (3) Development of plainsong and secular monody, and beginnings and early history of polyphony to the 14th century. Consideration of contemporary trends in the visual arts, history, and literature.

**641** Renaissance Music (3) Sacred and secular music in the Age of Dufay; changing forms and styles through the music of the Franco-Flemish groups; the frottola and related forms; and Palestrina and his contemporaries. Brief consideration of contemporary trends in the visual arts, history, and literature.

**642** Baroque Music (3) Styles and forms of the European repertoire; contributions of the major composers; and the role of music and musicians in the society of the period.

**643** Late 18th-Century Music (3) Changing styles and forms in the sons of J.S. Bach; the Vi-

ennese preclassicists; the Mannheim School; opera; Joseph and Michael Haydn, Mozart, and their contemporaries; and the early works of Beethoven.

**644** 19th-Century Music (3) Historical developments during the Romantic Period (ca. 1800-1900). Analysis of changes and trends, and comparative aspects of new forms.

**645** 20th-Century Music (3) Chronological survey of 20th century music. Development of styles. Technical aspects of changes occurring in melody, rhythm, orchestration, texture, tonality, and form.

**651** Music in the United States (3) Analysis of music and musical trends in America from the Pilgrims to the present.

**654** History of Opera (3) The composers and their major contributions to the various schools of opera. PREREQ: Six credits of music history.

**655** History of Orchestral Music (3) How the symphony orchestra developed from the Baroque Period to the present in its function, literature, instrumentation, and performance practices.

**656** History of Musical Instruments (3) The development of musical instruments from antiquity to the 20th century. A world view of instruments will include function and performance practices.

**658** Performance Practices (3) A consideration of the special problems encountered in the stylistic realization and performance of music from the Medieval through the Romantic eras.

### Admission Requirements

In addition to the general requirements for admission to degree programs in music, Music History and Literature applicants must be tested in the reading knowledge of a foreign language, preferably French or German. Students found lacking in a reading skill in a foreign language must eliminate this deficiency before admission to degree candidacy.

### MASTER OF ARTS IN MUSIC HISTORY AND LITERATURE

(30 semester hours)

Fifteen credits in five courses offered by the Department of Music History and Literature (three must be chosen from MHL 640-645); six credits in research and bibliography (MHL 670 and MHL 699); nine credits in electives (music and related disciplines); defense of thesis serves as comprehensive exit examination.

Particular attention will be focused on original sources, period instruments, and performance problems. PREREQ: MHL 221 and 222 or permission of the instructor.

**660** Bach and His Works (3) The life of J. S. Bach. A study of his works for organ, keyboard, and other instruments, plus cantatas and larger choral works.

**661** Beethoven and His Works (3) The life and times of Ludwig van Beethoven. Consideration of orchestral, chamber, and vocal music, emphasizing chronological stylistic development. Consideration of Beethoven's influence on the later 19th century.

**662** Mozart and His Works (3) A study of the life and music of Wolfgang A. Mozart with special reference to the period in which he lived.

**670** Research in Music History (3) Bibliographical materials and research methods. Ability to read at least one foreign language required.

**679** Seminar in Music History I (1-3) Significant topics presented by faculty members or visiting lecturers. Designed to meet specific needs of the seminar group.

**680** Seminar in Music History II (1-3) Significant topics presented by faculty members or visiting lecturers. Designed to meet specific needs of the seminar group.

**681-83** Independent Study in Music History (1-3) Individual research under the guidance of a faculty member. PREREQ: Permission of instructor.

**699** Thesis in Music History (3)

## Instrumental Music

Dr. Barrow, *Chairperson*

### PROFESSORS

Edward A. Barrow, Ph.D., *West Virginia University*  
 Kenneth L. Lauderlitch, D.M.A., *Catholic University of America*

### ASSOCIATE PROFESSORS

Sylvia Moss Ahramjian, M.M., *Indiana University*  
 Terry E. Guidetti, M.Mus., *Northwestern University*  
 Ted Hegvik, M.M., *University of Michigan*  
 Eugene Klein, M.M.E., *Indiana University*  
 Emily Newbold, D.M.A., *Combs College*  
 H. Lee Southall, M.A., *Trenton State College*

### ASSISTANT PROFESSORS

Henry Grabb, D.M., *Florida State University*  
 Carol Isaacson-Briselli, M.M., *Temple University*  
 Glenn Lyons, M.Mus., *Peabody Institute, Johns Hopkins University*

### COURSE DESCRIPTIONS INSTRUMENTAL MUSIC

INDIVIDUAL LESSONS: Prefixes: BAR, BAS, BSN, CLT, FLU, FRH, GTR, HRP, OBO, PER, SAX, TBA, TPT, TRB, VCL, VLA, VLN

501-02 Lessons at the Minor (beginning) Level (1)

511-14 Lessons at the Major Level (1)

541-43 Lessons at the Advanced Level (3)

For performance majors only.

AEB 511 Marching Band (1)

AEB 521 Concert Band (1)

AEB 531 Symphonic Band (1)

AEB 541 Wind Ensemble (1)

AEO 531 Chamber Orchestra (1)

AEO 541 Symphony Orchestra (1)

AES 511 Recital-Instrumental Ensemble (2)

Program selection, recruitment of players, rehearsal, and performance of music for small instrumental ensembles.

AES 512 Instrumental Ensemble (1)

AIC 512 Advanced Instrumental Conducting (2) PREREQ: Undergraduate conducting.

AIM 511 Marching Band Techniques and Materials (3) A survey of the function of the total marching band and of each component in the band.

AIM 679-80 Special Subjects Seminar-Instrumental (1-3) Instrumental music topics presented by faculty and/or visiting lecturers.

AIM 681-83 Independent Study in Music (1-3)

AIM 696 Recital-Instrument (2) For music education majors in lieu of research report. PRE-REQ: Jury exam.

AIM 697 Recital-Instrument (2) For performance majors. PREREQ: Jury exam.

INSTRUMENTAL LITERATURE COURSES: A survey of solo, ensemble, and teaching literature through performance and the use of scores and recordings.

ALC 511 Brass Literature (3)

ALC 531 String Literature (3)

ALC 541 Woodwind Literature (3)

ALC 551 Instrumental Literature (3)

MASTER CLASSES: Performance techniques and stylistic interpretation of instrumental solo works. PREREQ: Performance ability at the major level.

AMC 511 Master Class-Brass (1)

AMC 521 Master Class-Percussion (1)

AMC 531 Master Class-Strings (1)

AMC 541 Master Class-Woodwind (1)

MWB 536-39 Marching Band Workshop (1-3)

A comprehensive marching band conference for the total marching band program. Foremost authorities offer instruction in their fields of specialization.

## Keyboard Music

Prof. Aliferis, *Chairperson*

### PROFESSORS

Robert E. Pennington, D.Mus., *Northwestern University*  
 Robert Schick, A.Mus.D., *Eastman School of Music*  
 Richard K. Veleta, D.Mus., *Northwestern University*  
 Jacques C. Voois, D.M.A., *Peabody Conservatory of Music, Johns Hopkins University*

### ASSOCIATE PROFESSORS

Shirley T. Aliferis, M.Mus., *Indiana University*  
 Robert M. Bedford, D.Mus., *Catholic University of America*  
 Robert C. Lucas, Ed.D., *Columbia University*  
 Praxiteles Pandel, M.S., *The Juilliard School*

Owen Metcalf, D.M., *Indiana University*  
 Jane Richter, D.M.A., *Combs College*

### INSTRUCTORS

Joseph A. Goebel, Jr., B.S., *Millersville University*  
 Peter Paulsen, B.Mus., *West Chester University*  
 John Villella, M.Mus., *West Chester University*  
 Larry McKenna

### Admission Requirements

In addition to the general requirements for admission to degree programs in music, instrumental performance applicants must (1) submit a repertoire list; and (2) demonstrate performance ability at an advanced level by performing for an audition committee.

### MASTER OF MUSIC IN INSTRUMENTAL PERFORMANCE

(30 semester hours)

Instrumental Concentration: Nine credits in individual lessons at the advanced level (XXX 541-43) and Recital (AIM 697); AEC 511; 5-6 concentration credits (selected from AIC 512, and ALC 511, 531, and 541 or 551); three credits in music history; three credits in music theory; 5-6 credits of free electives; and completion of a comprehensive exit examination.

### ASSISTANT PROFESSOR

Timothy V. Blair, D.Mus., *Catholic University of America*

### INSTRUCTOR

Gordon Turk, D.M.A., *Manhattan School of Music*

### Admission Requirements

The Department of Keyboard Music offers three programs leading to the Master of Music. Students may concentrate in performance (piano, harpsichord, or organ), accompanying, or piano pedagogy.

In addition to the general requirements for admission to degree programs in music, performance applicants must (1) submit a repertoire list, and (2) demonstrate performance ability at an advanced level by performing for an audition committee.

In addition to the general requirements for admission to degree programs in music, accompanying applicants must (1) submit transcripts showing completion of a bachelor's degree in music, including six semester hours of a foreign language (French, German, or Italian preferred); and (2) demonstrate accompanying ability at an advanced level by performing for an audition committee.

In addition to the general requirements for admission to degree programs in music, piano pedagogy applicants must schedule an entrance examination, which will consist of scales, arpeggios, solo repertoire from various stylistic periods, and sight reading. Applicants whose undergraduate degrees are not in music may be accepted into this program if they demonstrate equivalent background in piano.

#### MASTER OF MUSIC IN KEYBOARD PERFORMANCE

(30-34 semester hours)

All programs require completion of three semester hours each in music history and in music theory, as well as one of the concentrations described below. In addition, all students must complete a comprehensive exit examination.

**Piano/Harpsichord Concentration:** Nine credits in individual lessons at the advanced level (PIA/HAR 541-43); six credits in keyboard literature (PIA 601-04, 611); 2-3 credits of concentration electives;

#### COURSE DESCRIPTIONS

##### KEYBOARD MUSIC

Symbol: PIA, ORG, KEN, MAK, HAR, MWP

**501-2 Individual Lessons at the Minor Level in Piano, Organ, Harpsichord** (1) Individual, half-hour lessons once weekly. An elective course for all graduate students.

**511-14 Individual Lessons at the Major Level in Piano, Organ, and Harpsichord** (1) Individual, half-hour lessons. Continued study in the development of repertoire and performing skills. Students may be given permission to register for two course numbers in the same semester, earning the second credit by doing additional outside work and performing in a recital. PREREQ: Completion of the performance major requirements at the undergraduate level or admission by audition.

**525 Piano Technique** (3) An exploration of the many approaches to acquiring and teaching piano technique, the correlation between technique and musical style, how to practice and analyze physiological movements.

**541-43 Individual Lessons at the Advanced Level in Piano, Organ, and Harpsichord** (3) Individual, half-hour lessons once weekly. Advanced studies leading to a full-length recital at the master's level. PREREQ: Completion of the performance major requirements for the Bachelor of Music degree or admission by audition.

**MWP 536-539 Piano Workshop** (1-3)

**MWS 536-539 Contemporary Applications of Keyboard Synthesizers** (3) A hands-on workshop involving programming techniques for synthesizers and the study of MIDI networks. Performance and composition will be emphasized.

**KEN 546 Keyboard Ensemble** (2) Performance of duet and two-piano literature.

**ORG 551 Organ Literature I** (3) A survey of literature for the organ from the 13th century to the Baroque Period. The influence of the organ on the literature. Recordings and performance by organ majors.

**ORG 552 Organ Literature II** (3) A survey of literature for the organ from J.S. Bach to the present. The influence of the organ on the literature. Recordings and performance by organ majors.

four credits of free electives; recital (PIA 697); and completion of a comprehensive exit examination.  
(30 semester hours)

**Accompanying Concentration:** Four credits in individual lessons at the advanced level (PIA 570-71); eight credits of ensemble (PIA 574-75); eight credits in cognate courses (PIA 572-73, 576-77); and three credits in free electives (VOC 511-14, VOC 515-16 preferred).  
(30 semester hours)

**Organ Concentration:** Nine credits in individual lessons at the advanced level (ORG 541-43); six credits in organ literature (ORG 551-52); ORG 561-62; four credits of free electives; recital (ORG 697), and completion of a comprehensive exit examination.  
(30 semester hours)

**Piano Pedagogy Concentration:** Four credits in individual lessons (PIA 578-79); 15 credits in piano pedagogy (PIA 580-83); six credits in keyboard literature (PIA 601-04, 611); and three credits of supportive work in methodology, psychology, or philosophy of education (selected from the departments of Music Education; Childhood Studies and Reading; Psychology; or Counselor, Secondary, and Professional Education), and completion of a comprehensive exit examination.  
(34 semester hours)

intermediate through advanced levels. Emphasis on developing comprehensive musicianship through an interwoven study of literature, musical analysis, technique, improvisation, ear training, harmony, transposition, and sight reading. PREREQ: PIA 580.

**582 Piano Pedagogy I** (4) An in-depth study of repertoire and materials available to the studio piano teacher for the beginning and intermediate levels. Discussions of related concerns, such as memorization, practice techniques, developing technique through literature, principles of fingering, and sight reading. Includes practicum in individual instruction.

**583 Selected Topics in Piano Pedagogy** (3) Further exploration of the goals and objectives of piano study through presentation of selected topics and continued practicum in individual instruction.

**601 Baroque Keyboard Literature** (3) The Renaissance through development of variation form and dance suite. Emphasis on performance practices, realizing ornament signs and figured basses; transferral to the modern piano; in-depth study of works of Handel, J.S. Bach, and D. Scarlatti. Some student performance required.

**602 Classical Piano Literature** (3) Literature for the early piano (1750-1830). Origin and development of the sonata and performance practices of homophonic style. Music of the sons of Bach, Haydn, Mozart, and Beethoven. Sound and structure of the early piano. Some student performance required.

**603 Romantic Piano Literature** (3) Analysis of piano styles of Schubert, Chopin, Mendelssohn, Schumann, Liszt, Brahms, Faure, Mussorgsky, Tchaikovsky, and Grieg. Performance practices. The virtuoso etude and problems of technical execution. Some student performance required. PREREQ: PIA 426 (Keyboard Literature II) or equivalent.

**604 20th-Century Piano Literature** (3) Seminal works and styles of this century. Albeniz, Rachmaninoff, Debussy, Ravel, Prokofiev, Hindemith, Schoenberg, Bartok, and American composers. Some student performance required.

**PREREQ:** MTC 213 (Theory of Music IV) or equivalent.

**608 The Music of Chopin** (3) A comprehensive study of the contributions of Frederic Chopin to keyboard literature.

**611 The Piano Concerto** (3) A chronological presentation of the development of the piano concerto; performances, problems, and practices will be emphasized. Covers from J.S. Bach to present.

**679-680 Special Subjects Seminar** (1-3) Significant topics presented by faculty members or visiting lecturers. Designed to meet specific needs of the seminar group.

**681-683 Independent Study in Music** (1-3)

**695 Recital** (1) A full or half recital of concert works or pedagogical pieces, or a lecture-recital. Required of candidates for the Master of Music in piano pedagogy. **PREREQ:** Approval by committee examination.

**696 Recital** (1) A shared (half) recital open to candidates for the Master of Music degree (music education concentration). In lieu of research report. Program notes required. **PREREQ:** Approval by committee examination.

**697 Recital** (2) A full public recital, demonstrating an understanding of various performance styles and an ability to perform literature from several periods. Required of candidates for the Master of Music in applied music. **PREREQ:** Approval by committee examination.

## Music Theory and Composition

Dr. McVoy, Chairperson

### PROFESSORS

James E. McVoy, Ph.D., *Eastman School of Music*

Larry A. Nelson, Ph.D., *Michigan State University*

James D. Sullivan, Ph.D., *Eastman School of Music*

### ASSISTANT PROFESSORS

Sharon L. Hershey, Ph.D., *University of Pennsylvania*

Robert Maggio, Ph.D., *University of Pennsylvania*

Igor Popovic, Ph.D., *Yale University*

### Admission Requirements

In addition to the general requirements for admission to degree programs in music, theory and/or composition applicants must: (1) schedule an interview with a faculty committee appointed by the chairperson of the Department of Music Theory and Composition; and (2) demonstrate sufficient pianistic ability, sight singing, and

aural perception to meet the demands of the program. In addition, composition applicants must submit original works showing technical facility in composition.

### MASTER OF MUSIC IN THEORY

(30 semester hours)

Three credits in music history; 15 credits in music theory (selected from MTC 512, 517, 541, 544, 546, and 563); six credits in concentration electives; three credits of free electives; three credits of thesis (MTC 697). The thesis defense serves as a comprehensive exit examination.

### MASTER OF MUSIC IN COMPOSITION

(30 semester hours)

Three credits in music history; MTC 512, 513, and 514 (nine credits); 12 credits in music theory, selected from MTC 515, 516, 517, 541, 542, 544, 545, 546, 550, 552, 554, 563, and 564; three credits of free electives; and three credits of thesis (MTC 699). The thesis defense serves as the comprehensive exit examination.

### COURSE DESCRIPTIONS

#### MUSIC THEORY AND COMPOSITION

Symbol: MTC (unless otherwise indicated)

**512-14 Advanced Composition I, II, and III** (3) Free composition in larger forms for ensembles, solo voice and chorus, chamber groups, and orchestra. **PREREQ:** MTC 213 (Theory of Music IV) or equivalent.

**515 Serialism and Atonality** (3) Compositional procedures and theoretical concepts in atonal and serial work of Schoenberg, Berg, Webern, Bartok, Stravinsky, and more recent composers. **PREREQ:** MTC 213 (Theory of Music IV) or equivalent.

**516 Jazz Practices** (2-3) Jazz history, writing, and performance. Survey of basic jazz literature; fundamental techniques in arranging and improvising. **PREREQ:** MTC 212 (Theory of Music III) or equivalent.

**517 Electronic Music** (3) Materials and techniques of electronic music and their use in composition. Laboratory experience in the composition of electronic music. **PREREQ:** Permission of the instructor.

**MWJ 536-39 Jazz Studies Workshop** (1-3) A workshop for the study and performance of jazz. Arranging and ensemble performance opportunities. A separate brochure describes summer workshops.

**540 Advanced Band Arranging** (3) Emphasis on arranging for school bands. Consideration given to bands with inexperienced performers and limited instrumentation. **PREREQ:** Teaching experience and a knowledge of orchestration.

**541 Advanced Orchestration** (3) Original composition of arrangement for orchestra. **PREREQ:**

A knowledge of the instruments of the orchestra and experience in their use.

**542 Advanced Musical Form** (3) A detailed study of musical form, with emphasis on modifications of sonata form, vocal and instrumental forms of Baroque music, and forms that are unique.

**544 Advanced Counterpoint I** (3) Contrapuntal techniques of the 18th century. Chorale prelude and invention.

**545 Advanced Counterpoint II** (3) Continuation of MTC 544. Includes the canon, invertible counterpoint, and fugue. **PREREQ:** MTC 544 or permission of the instructor.

**546 Techniques of Early 20th-Century Music** (3) A study of compositional techniques in representative vocal and instrumental works of the first two decades of this century.

**550 Acoustics of Music** (3) The study of sound: its production, transmission, and reception. Musical instruments, the acoustics of rooms, and the physical basis of scales.

**552-53 Pedagogy of Music Theory I-II** (3) Techniques and materials for teaching music theory. MTC 552 is not a prerequisite to MTC 553.

**554 Modal Counterpoint I** (3) Use of modes, musica, ficta, and cadences in 16th-century music. Experience in imitation in two parts, using all note values; double counterpoint; and pronunciation and setting of Latin texts.

**555 Modal Counterpoint II** (3) Continuation of MTC 554. Writing in three and more voices. **PREREQ:** MTC 554.

**561 Jazz Harmony and Arranging** (3)

**562 Advanced Jazz Harmony and Arranging** (3) A study of improvisation and arranging, literature, and other aspects of an important phase of popular styles.

**563 Seminar in Music Theory** (2) Intensive work in selected areas of music theory. Guidance in individual projects leading to significant current developments in theory. **PREREQ:** Permission of the chairperson of the Department of Theory and Composition.

**564 Performance Practices in Contemporary Music** (3) This course will provide the following opportunities: (1) the participants will study technical problems of understanding new notation (e.g., graphic scores, proportional scores, multi-phonics, microtones, metric modulation, asymmetrical rhythm groupings, prose scores, etc.), and will develop a reasonable facility in performing scores that include these techniques; (2) an ensemble, for which composition students may compose; and (3) the establishment of an ensemble, which may publicly perform new music.

**591 Advanced Chromatic Harmony** (3)

**592 Advanced Ear Training** (2)

**679 Special Subjects Seminar** (1-3) Significant topics presented by faculty members or visiting lecturers. Designed to meet specific needs of the seminar group.

**681-83 Independent Study in Music** (1-3) Individual research under the guidance of a faculty member. **PREREQ:** Permission of instructor.

**691-92 Research Seminar in Music** (1-2) A research proposal with supporting procedures is developed. Guidance in individual research topics with tutorial assistance in form and style of research writing.

**697 Theory Thesis** (3) For graduate majors in theory only.

**698 Research Report** (1)

**699 Musical Composition Thesis** (3) For graduate majors in composition only.

## Vocal and Choral Music

Dr. Sprenkle, Chairperson

### PROFESSOR

Raymond Friday, Ph.D., New York University

### ASSOCIATE PROFESSORS

Lois V. Alt, M.Mus., University of Michigan

W. Larry Dorminy, D.Mus., Indiana University

Donald Sprenkle, D.M.A., University of Maryland

Joy Vandever, M.Ed., West Chester University

G. Alan Wagner, M.F.A., Carnegie-Mellon University

### ASSISTANT PROFESSORS

Kathryn Chilcote, D.M.A., University of Oregon

Donald Nally, M.M., Westminster Choir College

Jane Wyss, D.M.A., University of Texas at Austin

### COURSE DESCRIPTIONS

#### VOCAL-CHORAL

Symbol: CHO

**511 Masterworks Chorus** (1) A large mixed chorus presenting oratorios, masses, and advanced level choral literature. Permission of instructor.

**611 Chamber Choir** (2) A consort of 15-25 singers specializing in the performance of sacred and secular vocal music of the Renaissance and early Baroque periods. By audition.

**612 Concert Choir** (1) A mixed chorus of 35-45 singers performing sacred and secular choral literature of all periods and styles. By audition.

Symbol: VOC

**511 Master Class – Baroque** (1) Discussion and performance of songs from the Baroque period.

**512 Master Class – German Lied** (1)

Discussion and performance of German art song.

**513 Master Class – French Melodie** (1) Discussion and performance of late French art song.

**514 Master Class – 20th-Century Art Song** (1) Discussion and performance of art songs from the 20th century.

**515 English-Italian Diction** (3) English, Italian, and Latin diction in a laboratory course to establish correct pronunciation in singing. The phonetics of these languages are used in selected song repertoire.

**516 French-German Diction** (3) French and German diction in a laboratory course to establish

correct pronunciation in singing. The phonetics of these languages are used in selected song repertoire.

**524 Musico-Dramatic Production** (3)

Techniques of producing musical plays. Preparation for roles, coaching, and conducting rehearsals. May lead to a public performance of the material studied.

**526 Choral Literature** (3) Examples of choral music from the various musical periods. Primarily larger works.

**529 Vocal Literature** (3) Classic song literature, lieder, melodie, and contemporary art songs are discussed.

**536-39 Vocal-Choral Workshops** (1-3) Participation-oriented workshops designed to meet specific needs in vocal-choral music.

**546 Vocal Ensemble** (2) Self-study in the performance and preparation of small ensembles. Project must have the approval of the department chairperson.

**591 Vocal Pedagogy** (3) Principles and techniques of teaching voice.

**612 Advanced Choral Conducting** (2) Study and application of choral conducting techniques. Permission of instructor.

**679-80 Special Subjects Seminar** (1-3) Significant topics presented by faculty or visiting lecturers.

**681 Independent Study** (1)

**682 Independent Study** (2)

**683 Independent Study** (3)

**691 Research Seminar in Music** (2)

### Admission Requirements

In addition to the general requirements for admission to degree programs in music, voice applicants must: (1) demonstrate advanced performance ability; (2) audition with a program, including selections drawn from Italian art song, German *Lied*, French *melodie*, opera, and oratorio; (3) demonstrate diction competency in Italian, German, and French; and (4) submit a repertoire list. Students lacking nine credits of undergraduate foreign language must remove this deficiency before candidacy.

### MASTER OF MUSIC IN VOCAL PERFORMANCE

(30 semester hours)

The program requires completion of three credits in music history and three credits in music theory, as well as the concentration described below.

**Voice Concentration:** Nine credits in individual lessons at the advanced level (VOI 541-43) and a recital (VOI 697); VOC 524 (three credits); 4-6 credits (selected from VOC 511-16, 526, 529, 546, 591, and 612, and MHL 654), 4-6 credits of free electives; and completion of a comprehensive exit examination.

### 692 Research Seminar in Music (1)

Symbol: VOI

**501-02 Individual Lessons at the Minor Level** (1) An elective course for graduate students.

**511-14 Individual Lessons at the Major Level** (1) Voice majors in the Master of Music in music education program. PREREQ: Completion of the undergraduate voice major requirements or by audition.

**541-43 Individual Lessons at the Advanced Level** (3) Advanced vocal studies culminating in a full master's recital. PREREQ: Completion of the performance requirements for the Bachelor of Music in voice program or admission by audition.

**696 Recital** (1) A shared (half) public recital for candidates in the Master of Music Education program in lieu of a research report. Candidate must write approved program notes. PREREQ: Approval by the examination committee.

**697 Recital** (2) A full public recital demonstrating an understanding of various performance styles and the ability to perform. Required of candidates for the Master of Music in voice degree. PREREQ: Approval by the examination committee.

Symbol: VOW

**521 The Broadway Musical** (3) Surveys the American musical theatre, past and present. Elements of producing the American musical in school settings.

**522 The Musical Revue** (3) Explores the concept of choral music in motion and the necessary techniques and skills for mounting a successful choral ensemble.

## Nursing

105 Nursing Building  
West Chester University  
West Chester, PA 19383  
(215) 436-2219

**Dr. Slaninka, Chairperson**  
Dr. Hickman, Coordinator of Graduate Studies

**PROFESSOR**  
Susan C. Slaninka, Ed.D., Temple University

### ASSOCIATE PROFESSORS

Barbara F. Haus, Ed.D., Lehigh University  
Janet S. Hickman, Ed.D., Temple University  
Eileen G. Perciful, D.N.Sc., Widener University

### Admission Requirements

The minimum admission standards for the Department of Nursing are a BSN degree from an NLN-accredited program, an undergraduate GPA of at least 2.5, a course in statistics, a course in physical assessment, GRE verbal and quantitative score or MAT score, current licensure as a registered nurse (Pennsylvania licensure required prior to the clinical practicum), at least two years of recent full-time experience as a nurse providing direct clinical care, and three letters of recommendation from individuals familiar with the applicant's academic and/or professional qualifications.

### MASTER OF SCIENCE IN NURSING

(36 semester hours)

#### Concentration: Community Health Nursing

The Master of Science in Nursing program will prepare professional nurses for leadership roles in community health nursing through in-depth consideration of community-based health care delivery systems, preparation in a functional role, and the use of critical inquiry and scholarship to improve the practice of nursing.

The program curriculum, developed in coordination with nurse educators, clinicians, and professional societies, offers a choice of instructional focus. The student will select either an education or administration functional component within the community health concentration. All students pursuing the MSN degree are required to earn six credits in nursing research to complete the program.

The program was developed in accordance with the professional standards of the National League for Nursing and the Pennsylvania Board of Nursing. The department will continue striving to maintain the highest academic standards at all professional levels and to achieve professional approval and accreditation.

#### Functional Component: Nursing Education

The focus in nursing education will enhance the skills of the professional nurse in curriculum development and teaching competencies in nursing. Relevant electives (three credits) are selected under advisement.

#### Functional Component: Nursing Administration

The nursing administration focus will facilitate preparation of graduate nurses as clinical specialists, especially in the fields of

gerontology and chronic illness. This focus is designed in anticipation of a more severely ill case mix in acute-care settings, as well as accelerated use of HMO's, home health agencies, and other types of community-based care. Relevant electives (six credits) are selected under advisement.

#### Requirements for the Master of Science in Nursing (36 semester hours)

I. Core Component	18 semester hours
BIO 584 Epidemiology (3) or HEA 520 Scientific Basis for Health (3)	
NSG 501 Nursing Theories and Issues (3)	
NSG 502 Perspectives of Community Health Nursing (4)	
NSG 503 Principles and Practice of Community Health Nursing (6)	
NSG 504 Advanced Concepts of Community Health Nursing (2)	
II. Functional Component	9 semester hours
Each student will choose either nursing administration or nursing education as a functional focus.	
A. Nursing Administration	
NSG 509 Nursing Administration in Community Health Settings (3)	
Relevant electives selected under advisement (6)	
OR	
B. Nursing Education	
NSG 507 Curriculum Development in Nursing Education (3)	
NSG 508 Teaching Competencies in Nursing: Principles and Methods (3)	
Relevant electives selected under advisement (3)	
III. Research Component	6 semester hours
NSG 505 Nursing Research I (3)	
NSG 506 Nursing Research II (3)	
IV. Elective	3 semester hours
Relevant electives selected under advisement	
V. Satisfactory performance on the written and/or oral comprehensive examination	

#### Special Requirements

**Insurance.** Students are required to carry liability insurance coverage in the amount of \$1,000,000/\$300,000,000 when enrolled in nursing courses having a clinical component.

**CPR Certification.** Students enrolled in nursing courses having a clinical component are required to be currently certified by the American Red Cross, American Heart Association, or other acceptable resource in Life Support (two-person) Cardiopulmonary Resuscitation. The CPR course must include resuscitation of infants and children.

#### Health Requirements

Students enrolled in nursing courses having a clinical component must provide the Department of Nursing of evidence of a current (within one year) health assessment performed by a physician or certified nurse practitioner. Documentation of inoculations against diphtheria, tetanus, measles, poliomyelitis, and hepatitis B must be included.

### COURSE DESCRIPTIONS

#### NURSING

Symbol: NSG

501 Nursing Theories and Issues (3)

Exploration of a variety of theories and current issues that affect nursing practice, education, and administration.

502 Perspectives of Community Health Nursing (4) Introduction to basic concepts of public health and community health nursing. Includes both classroom presentations and clinical practicum in an agency of interest to the student, focusing primarily on community health care. PREREQ or CONCURR: NSG 501.

503 Principles and Practice of Community Health Nursing (6) Students will continue to refine the application of principles of community health during a second in the series of courses combining theory with practice. Continued emphasis on the political, governmental, and fiscal management aspects of community health nursing. PREREQ: NSG 502.

**504 Advanced Concepts of Community Health Nursing** (2) Culmination of the series of courses in community health nursing, bringing to a peak the classroom and clinical practicum experiences previously obtained. No clinical practicum is associated with this course, which will be taken either prior to or together with the functional practicum. PREREQ: NSG 503.

**505 Nursing Research I** (3)

**506 Nursing Research II** (3) Critical analysis of research design and outcomes, using existing nursing research studies from the professional literature and existing computerized simulated

research to develop skill in research modalities. PREREQ: NSG 505.

**507 Curriculum Development in Nursing Education** (3) This course is designed to examine the theory and practice of curriculum development as a group process, synthesizing basic principles of curriculum in nursing education.

**508 Teaching Competencies in Nursing – Principles and Methods** (3) Examination of the teaching-learning process and skills in professional nursing, with emphasis on baccalaureate or in-service education. Includes both classroom and clinical practicum teaching experience, as

well as seminars with other students enrolled. Focus is community health nursing throughout. PREREQ: NSG 507.

**509 Nursing Administration in Community Health Settings** (3) Examination of management skills for nurse-administrators in a service setting in community health. Includes both classroom and clinical practicum administrative experience, as well as seminars with other students enrolled. Focus is community health nursing throughout. PREREQ: Administrative elective.

## Philosophy

103 Main Hall

West Chester University

West Chester, PA 19383

(215) 436-2841

Dr. Claghorn, *Chairperson and Coordinator of Graduate Studies*

### PROFESSORS

George S. Claghorn, Ph.D., *University of Pennsylvania*  
W. Stephen Croddy, Ph.D., *Brown University*  
Thomas W. Platt, Ph.D., *University of Pennsylvania*  
Stanley Riukas, Ph.D., *New York University*  
Paul A. Streveler, Ph.D., *University of Wisconsin*  
Frederick R. Struckmeyer, Ph.D., *Boston University*

### ASSISTANT PROFESSORS

Frank J. Hoffman, Ph.D., *University of London*  
Ruth Porritt, Ph.D., *Purdue University*

### Program of Study

The Department of Philosophy offers a program leading to the Master of Arts in philosophy. This degree will serve as a foundation for studies leading to a Ph.D. in philosophy or prepare students for positions in industry, government, or college teaching.

### Admission Requirements

In addition to meeting general requirements for admission to a degree

program at West Chester, applicants must present a minimum of 12 semester hours of undergraduate philosophy, including courses in history of ancient philosophy, history of modern philosophy, ethics, and logic.

### Foreign Language Requirement

Candidates for the M.A. must demonstrate a reading proficiency in French, German, or Spanish.

### Final Examination Requirement

A comprehensive, written final examination is required. This will cover four fields: (1) metaphysics; (2) any two from logic, ethics, aesthetics, philosophy of language, philosophy of science, or American philosophy; and (3) any agreed-upon philosopher, such as Plato, Aquinas, Kant, or Wittgenstein.

### MASTER OF ARTS IN PHILOSOPHY

(30 semester hours)

All candidates are required to take PHI 599 and PHI 640. Beyond these requirements, the student has the choice of a thesis or non-thesis program.

The thesis program requires 18 semester hours in philosophy; six semester hours of electives, chosen from philosophy or related courses; and the thesis (PHI 610), which accounts for six semester hours.

The nonthesis program specifies 24 semester hours in the philosophy concentration and six semester hours of electives (philosophy or related).

### COURSE DESCRIPTIONS

#### PHILOSOPHY

Symbol: PHI

**506 Meaning in Language** (also LIN 506)

(3) A discussion of topics having to do with meaning in everyday oral communication.

**512 Ethical Theories** (3) Examination of various ethical theories with practical applications to such problems as authority, punishment, rights, marriage, and race.

**513 Aesthetic Theories** (3) History of aesthetics, as seen in classic interpretations. Psychological and sociological origins of art; the role of art works in the enrichment of life.

**514 Philosophy of Religion** (3) Dominant trends in religious philosophy of the Western world. Religious language, reason, and faith, science, the nature of man, the existence of God, and mysticism.

**515 Existentialism** (3) Background and themes of current existentialism, as reflected in Kierkegaard, Jaspers, Marcel, Heidegger, and Sartre.

Evaluation of existentialism and its impact on contemporary literature, drama, art, and society.

**520 Philosophy of Mind** (3) The human mind, according to representative views. Presuppositions and implications, both scientific and philosophic, traced and analyzed. The mind-body problem, perception, memory, and the implications of depth psychology.

**522 Philosophy of Science** (3) The course begins with case studies in science and derives general principles from them. Scientific law, analogy, models, variant theories, confirmation, and interpretation.

**523 Philosophy of Language** (also LIN 523) (3) Problems of language and oral communication, with emphasis on problems of reference.

**530 American Philosophy** (3) American views of man, society, and the universe, from colonial times to the 20th century.

◆ **531 Oriental Philosophy** (3) Central figures and classic teachings of Eastern philosophy and religion: Islam, Hinduism, Buddhism, Confucian-

ism, Taoism, and Shintoism; naturalistic and humanistic elements of decisive influence on the culture of the Orient.

**536 Symbolic Logic** (3) Basic principles and methods of symbolic logic. Practice in determining validity of sentential and quantificational arguments. The algebra of classes.

◆ **590 Independent Studies in Philosophy** (3)

◆ **599 Philosophic Concepts and Systems** (3) Basic concepts of the philosophic enterprise: form, matter, the categories, cause, and purpose. Relation of premises to method and conclusions. Rival theories are compared for justification and adequacy.

**610 Thesis** (6)

◆ **640 Seminar** (3) Study and evaluation of the major works of one philosopher, such as Plato, Aquinas, Kant, or Wittgenstein.

The following undergraduate course may also be taken for graduate credit, when properly approved: PHI 483, *Philosophy of History*.

◆ This course may be taken again for credit.

## Physical Education

Health and Physical Education Center

West Chester University

West Chester, PA 19383

(215) 436-2260

Dr. Lank, *Chairperson*

Dr. Smith, *Coordinator of Graduate Studies*

### PROFESSORS

Monita M. Lank, Ph.D., *University of Iowa*

Richard B. Yoder, M.A., *Villanova University*

### ASSOCIATE PROFESSORS

Monica P. Lepore, Ed.D., *New York University*

Paul K. Smith, Ph.D., *Southern Illinois University*

John Williams, Ph.D., *University of London*

### ASSISTANT PROFESSORS

John Helion, Ed.D., *Columbia University*

Karen M. Koehler, Ed.D., *University of North*

*Carolina—Greensboro*

W. Craig Stevens, Ph.D., *Temple University*

M. Kent Todd, Ph.D., *University of North Carolina—  
Greensboro*

Karin Volkwein, Ph.D., *University of Tennessee*

### Program of Study

The Department of Physical Education offers programs leading to a Master of Science degree in physical education with concentrations in general physical education, and exercise and sport physiology. A Master of Science in Administration degree with a concentration in sport and athletic administration also is offered. The Master of Science degree in physical education, general physical education concentration (research project track), enriches academic preparation for teaching in the public schools or for obtaining employment in the various professions related to physical education. The Master of Science degree in physical education, exercise and sport physiology concentration (research report track), enriches academic preparation for working in adult fitness, cardiac rehabilitation, and other clinical programs. Both Master of Science degrees in physical education (thesis track) are designed primarily to meet the individual needs of graduate students who want to pursue graduate work beyond the master's degree or a career in research. It also may prepare personnel for staff positions in education, government, and industry.

The sport and athletic administration concentration in the Master of Science in Administration program is designed to provide academic preparation for those persons interested in entering the field of sport and athletic administration, and to assist in upgrading the credentials of those persons presently in the fields of sport and athletic administration.

Certification in driver education and safe living also is offered by the Department of Physical Education.

The Department of Physical Education also offers graduate assistantships.

### The Professor Russell Sturzebecker Scholarship

The Graduate Division in the School of Health Sciences in the Department of Physical Education administers the Professor Russell Sturzebecker Scholarship. Through the generosity of Mr. John F.

Unruh, a \$100 award is made each semester to a "worthy and needy" graduate student in health and physical education. The award is donated by Mr. Unruh in honor of Professor Sturzebecker.

The recipient must be working full time in the field of health and physical education and must be a part-time student at West Chester University working towards a master's degree in his or her professional field.

Graduate students who meet the above criteria are invited to submit a letter of application for the scholarship along with a resume of their professional and academic status. These documents should be submitted to the chairperson of the Department of Physical Education on or before December 15 for the first semester award and on or before March 15 for the second semester.

### The Graduate Scholarship

The Graduate Division of the Department of Physical Education administers a graduate scholarship. The amount of money awarded may vary somewhat from year to year depending on the funds available, but it is anticipated that the award will be approximately \$300 each year.

Selection criteria include scholarship, citizenship and character, leadership, need, and ability in, and/or contribution to, specific areas of health or physical education.

Application forms are available from the Department of Physical Education, Room 106, South Campus.

### Communication With the Department

All inquiries and other communications regarding the graduate program in physical education should be addressed to the coordinator of graduate studies and sent to the department address above.

### Comprehensive Examination

The comprehensive examination for graduate students in physical education is administered twice a year, in March and October. Each examination consists of an elective course portion, given for two hours on a Tuesday, and the required course portion, given for two hours on the following Thursday.

Students who want to take the examination should have been admitted to degree candidacy and completed all required course work or be currently enrolled and have completed the majority of their elective requirements. A letter of intent to take the comprehensive examination should be filed with the coordinator of graduate studies. Letters of intent should be filed by February 15 for the March examination or September 15 for the October examination, respectively.

Upon receipt of the letter of intent and with the approval of the coordinator, students will be sent a letter explaining the details of time and place of the examination.

### MASTER OF SCIENCE PROGRAM

#### Concentration in General Physical Education

##### Admission to the M.S. Program

Applicants must meet the basic requirements of the University, given under Admission, and must present either a baccalaureate degree earned in their anticipated major area of health or health and physical education, or equivalent preparation in a related field.

##### Admission to M.S. Degree Candidacy

During the 15 semester hours of precandidacy, majors in physical education must complete any three of the departmental core courses with a minimum grade point average (GPA) for these and all other courses of 3.0.

##### Requirements for the M.S. Degree

1. Satisfactory completion of the M.S. curriculum shown below with a GPA of 3.0.

2. Satisfactory performance on written and/or oral comprehensive examination.
  3. Successful completion of thesis or research report.
  4. Oral defense of the thesis (for thesis track only). Workshop credits do not count toward the degree.

## CURRICULUM

<b>I. Degree Core</b>	<b>21 semester hours</b>
PED 572 Advanced Motor Learning (3)	
PED 580 Psychological and Sociological Foundations of Physical Education and Sport (3)	
PED 585 Biomechanics (3)	
HPE 600 Research Methods in Health, Physical Education, and Recreation (3)	
PED 601 Statistical Design for Research and Evaluation in Physical Education (3)	
PED 602 Philosophical Foundations for Physical Education, and Sport (3)	
PED 681 Advanced Exercise Physiology (3)	
<b>2. Additional Degree Requirements –</b>	
<b>Thesis Track</b>	<b>12 semester hours</b>
PED 608 Thesis Seminar (3)	
PED 610 Thesis (3)	
Electives selected under advisement (6)	
<b>Additional Degree Requirements–</b>	
<b>Research Report Track</b>	<b>13 semester hours</b>
PED 606 Research Report Seminar I (2)	
PED 607 Research Report Seminar II (2)	
Electives selected under advisement (9)	

The thesis proposal must be formally approved during Thesis Seminar (PED 608) before the student may register for Thesis (PED 610).

## MASTER OF SCIENCE PROGRAM

## Concentration in Exercise and Sport Physiology

## **Admission to the M.S. Program**

Applicants must meet the basic requirements of the university, given under Admission, in addition to the following requirements.

## Thesis Track

1. Bachelor's degree: physical education or related field
  2. GPA: 2.75 or higher on a 4.0 scale
  3. GRE: 1000 (combined verbal and math) or higher recommended.
  4. Undergraduate prerequisites:
    - A. Human Anatomy
    - B. Human Physiology
    - C. Kinesiology
    - D. Exercise Physiology
    - E. Fitness Assessment/Exercise Prescription or Electrocardiography and Stress Testing
  5. Approval of application by the Department Graduate Committee

Research Report Track

1. Bachelor's degree: physical education or related field
  2. GPA: 2.50 or higher on a 4.00 scale
  3. GRE: 900 (combined verbal and math) or higher recommended
  4. Undergraduate prerequisites:
    - A. Human Anatomy
    - B. Human Physiology
    - C. Kinesiology
    - D. Exercise Physiology
    - E. Fitness Assessment/Exercise Prescription or Electrocardiography and Stress Testing
  5. Approval of application by the Department Graduate Committee

### Admission to M.S. Degree Candidacy

During the 12 to 15 hours of precandidacy, students must complete any three of the departmental core courses with a minimum GPA for these and all other courses of 3.0.

## Requirements for the M.S. Degree

1. Satisfactory completion of the M.S. curriculum with a GPA of 3.0
  2. Satisfactory performance on written and/or oral comprehensive examination
  3. Successful completion of the thesis or research project
  4. Oral defense of the thesis (for thesis track only)

## **Program Curriculum**

### Required courses

<b>1. Degree Core</b>		<b>22 semester hours</b>
PED 572	Advanced Motor Learning (3)	
PED 585	Biomechanics (3)	
HPE 600	Research Methods in Health, Physical Education, and Recreation (3)	
PED 601	Statistical Design for Research and Evaluation in Physical Education (3)	
PED 606*	Research Project Seminar I (2) PREREQ: HPE 600	
PED 607*	Research Project Seminar II (2) PREREQ: HPE 600 and PED 606	
PED 608**	Thesis Seminar (3) PREREQ: HPE 600	
PED 610**	Thesis (3) PREREQ: HPE 600 and PED 608	
*Research Report Track only		
**Thesis Track only		
<b>2. Concentration Core</b>		<b>9 semester hours</b>
PED 681	Advanced Exercise Physiology (3)	
PED 687*	Applied Muscular Physiology (3) PREREQ: PED 681	
PED 688*	Applied Cardiovascular Physiology (3) PREREQ: PED 681	

3. Electives 6-9 semester hours  
An additional nine credit hours are required for the Research Report Track.  
An additional six credit hours are required for the Thesis Track.

4. Internship 6 semester hours  
Internship experience may be required of students in the Research Report Track who did not have comparable experience as an undergraduate and/or has no work experience in their chosen field of study.

## MASTER OF SCIENCE IN ADMINISTRATION

## **MASTER OF SCIENCE IN ADMINISTRATION**

### **Concentration in Sport and Athletic Administration**

### **Admission to the M.S. Program**

Applicants must meet the basic requirements of the University, given under Admission, and must present either a baccalaureate degree in their anticipated major area of health and physical education or equivalent preparation in a related field. They also must present the results of the aptitude section of the Graduate Record Examination or the Miller Analogies Test.

### **Admission to M.S. Degree Candidacy**

During the 15 semester hours of precandidacy, majors in the sport and athletic concentration must complete three of the administrative core courses, and two of the sport and athletic administration core courses with a minimum GPA for these courses of 3.0.

## Requirements for the M.S. Degree

1. Satisfactory completion of the M.S. in administration curriculum shown below with an overall GPA of 3.0.
  2. Satisfactory performance on the written and/or oral comprehensive examination.
  3. Successful completion of research project.

## CURRICULUM

1. Administrative Core 18 semester hours  
ADM 501 Administrative Theory and Environment (3)  
ADM 502 Computers for Managers (3)

ADM 503 Accounting for Administrators (3)	
ADM 504 Communication for Administrators (3)	
ADM 505 Organizing Human Resources (3)	
ADM 506 Budgeting and Fiscal Management (3)	
<b>2. Sport and Athletic Administrative Core</b>	<b>15 semester hours</b>
PED 580 Psychological and Sociological Foundations of Physical Education and Sport (3)	
HPE 600 Research Methods in Health, Physical Education, and Recreation (3)	
PED 601 Statistical Design for Research and Evaluation in Physical Education (3)	
PED 602 Philosophical Foundations of Physical Education (3)	
PED 604 Administration and Supervisory Practices for Health, Physical Education, Recreation, and Athletics (3) or	
PED 613 Athletic Management (3)	
<b>3. Additional Requirements</b>	<b>4 semester hours</b>
PED 606 Research Project Seminar I (2)	
PED 607 Research Project Seminar II (2)	

The research project consists of a two-semester sequence (PED 606 and 607) which must be preceded by successful completion of HPE 606 (Research Methods in Health, Physical Education, and Recreation).

#### CERTIFICATION PROGRAM IN DRIVER EDUCATION AND SAFE LIVING

(Highway Safety and General Safety Education)

Richard B. Yoder, *Coordinator*

A teacher's certificate may be extended to include education for safe living (highway safety and general safety education) by completing 12 semester hours of course work in the Department of Physical Education. Six of these hours must be met by History and Philosophy of Safety Education and Principles of Accident Prevention (PED 660) and Seminar in the Four-Phase Program of Driver Education (PED 561). The remaining two courses are chosen, under advisement by the coordinator, from PED 560, 661, and 662.

#### COURSE DESCRIPTIONS

##### PHYSICAL EDUCATION

Symbol: PED unless otherwise indicated

**500 Contemporary Problems in Physical Education, Recreation, and Athletics (3)** Problems in teaching health, physical education, and recreation; in-service aspects; factors and variables that influence solutions of these problems.

**550 Elementary Physical Education Workshop (3)** Orientation for the teaching of elementary physical education. Principles and practices; appropriate activities for various grade levels.

**551 Elementary Physical Education Recreation Music Workshop (2)** Leading and teaching rhythmic activities and singing in elementary physical education and recreation. Fundamental level. Instruction programmed music textbook; piano and guitar chords. Creating and teaching recreational and singing games.

**552 Learning on the Move (3)** Movement education and perceptual motor theory. Activities for helping children achieve their maximum development.

**560 Seminar in Motorcycle Safety Education (3)** Curricular design, administration, and operational techniques of motorcycle safety programs. Laboratory experiences.

**561 Seminar in the Four-Phase Program of Driver Education (3)** In-service experience for driver education teachers in classroom. Behind the wheel (BTW), multicar method, and simulation.

**570 Leadership in Outdoor Adventure Education (3)** Designed to provide instruction which would help persons interested in understanding and adapting "Outward Bound" philosophy, educational methodology, process, and activities for use in outdoor education and physical education programs.

**572 Advanced Motor Learning (3)** An investigation of the theories, research, and practical applications of the processes and conditions involved in the teaching and learning of physical skills.

**577 Summer Dance Workshop (1)** Experience in dance as a performing art: lighting, set design, and costume. Original compositions are staged. The workshop combines various dance techniques.

**580 Psychological and Sociological Foundations of Physical Education and Sport (3)** Study of the cultural evolution of sport and physical education; the interrelationship between sport and

culture; the social dynamics, institutionalization, and sociological elements of activity; a basis of sport psychology.

**581 Adapted Physical Education (3)**

Techniques for a program of adapted physical education in the public school. Application of activities to benefit the child with a temporary or permanent disability.

**582 Modern Principles of Athletic Training (3)** A course for the physical educator and/or coach. Injuries that occur in class, practice, and game situations; preventive taping and wrapping; immediate first-aid procedures; relations with the medical profession.

**585 Biomechanics (3)** A review of, or introduction to, the basic principles of biomechanics and the application of those principles to research and teaching.

**586 The Olympic Games — Their Influences on the Ancient and Contemporary Worlds (3)** Ancient and modern games and their historical and cultural significance. Sociological and political implications of the modern games.

**HPE 600 Research Methods in Health, Physical Education, and Recreation (3)** Techniques of research applied to the field of health, physical education, and recreation.

**601 Statistical Design for Research and Evaluation in Physical Education (3)** The practical and theoretical application of the basic concepts of elementary statistics as they relate to evaluative procedures, research, and teaching in physical education.

**602 Philosophical Foundations for Physical Education and Sport (3)** Analysis and synthesis of the nature, meaning, and value of health and physical education from a historical perspective. Development of a personal philosophy of the field.

**603 Professional Literature Seminar (3)** Provides students with the skills necessary to review and critically analyze the professional literature and current findings in physical education; useful for the student planning to conduct research.

**604 Administration and Supervisory Practices for Health, Physical Education, Recreation, and Athletics (3)** Nature of the positions of directors or supervisors of physical education, recreation, and athletics. Job specifications; operational principles and procedures.

**605 Curriculum in Physical Education (3)** Trends in health and physical education

curricula at the elementary, secondary, and college levels. Surveys, reports, and analyses of curriculum practices.

**606 Research Project Seminar I (2)** A course for master's candidates who select the report option. Students select a problem for the research report, review literature, develop procedures, and collect data. They are expected to complete the first three chapters of their research reports during Seminar I. PREREQ: HPE 600.

**607 Research Project Seminar II (2)** Master's candidates register for this course after completing Seminar I. In this course, students complete chapters four and five of the research report. PRE-REQ: PED 606.

**608 Thesis Seminar (3)** A course for the student who selects the thesis option. The candidate selects a topic, reviews the literature, develops procedures, and prepares a proposal acceptable to the thesis committee. They then register for PED 610. PREREQ: HPE 600.

**609 Independent Study and Special Projects (1-3)** Students select independent study projects and develop proposals. These projects may be in support of students' research or related to their vocations. The proposals must be accepted and approved by the coordinator of graduate studies in the semester prior to registration for independent study.

**610 Thesis (3)** Students must register for the thesis after completion of PED 608. One additional enrollment in PED 610 may be allowed with the approval of the graduate coordinator. PRE-REQ: PED 608.

**611-612 Intern Study (3) (3)** For the M.S.A. student in athletic administration who needs or desires practical experience in administering athletic programs. (The student may elect 3-6 credits of internship experience.)

**613 Athletic Management (3)** Provides an overview of the management responsibilities of the sport administrator, including the planning of staffing, directing, and controlling the sport enterprise. Emphasis will be placed on personnel, financial, facility management, and public relations.

**650 The Child and Physical Education (3)** Contributions of physical education to a child's physical, social, emotional, and intellectual growth and to developmental needs and interests. The influences of various activities on growth and development.

**660 History and Philosophy of Safety Education and Principles of Accident Prevention (3)**

The safety movement in the United States and other countries. The place of safety education in modern living; philosophies of safety-education leaders; accident causation and prevention (their research implications). Background for administering school, civil defense, and emergency safety programs.

**661 Contemporary Practices and Program Evaluation in Safety Education (3)** Current practices, evaluation of programs, and research of current literature in safety education. Techniques for selecting, constructing, and using instruments for evaluating safety-education programs. Problem-solving projects.

**662 Problems in Traffic and Driver Education (3)** Contemporary curriculum and current practices in driver and traffic education, enforcement of traffic laws and regulations, and engineering problems. Problem-solving projects.

**663 Psychology in Safety Education and Accident Prevention (3)** Effects of unconscious determinism, habits, attitudes, individual adjustment, motivation, and personality on accident causation. Research implications explored.

**680 Scientific Principles of Coaching (3)** Recent trends in theories and techniques of teaching sports. Mechanical principles of efficient movement. Research related to competitive performance. Specialists serve as guest panelists.

**681 Advanced Exercise Physiology (3)** Clinical and laboratory use of exercise in evaluating,

maintaining, and modifying human physiological processes: growth development, metabolism, and weight control; and cardiovascular and respiratory functions in health and disease; and neuromuscular integration and performance. Stress physiology, and training and conditioning.

**682 Biodynamics of Human Performance (3)** Physiology of the active, vital organism. Scientific findings concerning human performance, especially under stress, and accompanying physiological adjustments.

**683 Comparative Physical Education (3)** Comparative study of programs outside the United States. Current philosophies, principles, and practices.

**684 Sport and Society (3)** Using a historical context, a model of the role of sport in a variety of societal environments will be constructed. Emphasis will be placed on the view of sport as a form of human expression that reflects the current value structure of a particular society.

**685 Women's Exercise and Sports (3)** The physiological, psychological, and sociological effects of exercise and sport on women.

**686 Organization and Management of Adult Fitness Programs: Clinic/Seminar (3)** An in-depth analysis and practical experience in organizing and managing adult fitness programs.

**687 Applied Muscle Physiology (3)** This course is designed to provide an in-depth

understanding of the structure and function of skeletal muscle and its responses and adaptations to exercise.

**688 Applied Cardiovascular Physiology (3)** This course is designed to provide an in-depth understanding of the mechanisms underlying cardiovascular function and the effects of acute and chronic exercise on these mechanisms.

**689 Clinical Exercise Physiology (3)** This course is designed to provide students with an understanding of the role of the exercise professional in clinical settings. Emphasis is given to the interaction between exercise and the more prevalent diseases and conditions of altered health status (e.g., cardiovascular disease, respiratory disease, diabetes, obesity, osteopathic disease, pregnancy, back pain, and others).

**690 Exercise and the Older Adult (3)** A course designed to prepare professionals to assess fitness levels of persons over the age of 50 and scientifically design exercise and fitness programs to meet the specific needs of the older participant.

#### SERVICE COURSES

The following courses are open to students in all curricula, with no prerequisite in health or physical education required:

PED 550, 551, 552, 560, 561, 570, 577, 580, 581, 585, 605, 650, 660, 661, 662, 663, 680, and 682.

## Physical Science

(Interdepartmental)

Dr. Pritchard (Geology and Astronomy) and Dr. Magnuson (Chemistry), *Program Coordinators*

### Program of Study

An interdepartmental master's degree program is offered by the departments of Chemistry, and Geology and Astronomy. The program may be adopted to meet the needs of those who teach, plan to pursue graduate studies in other institutions, or prepare for careers in the physical sciences.

Leading to the Master of Arts degree, the program makes it possible for students to plan a sequence of studies meeting their individual needs. This may be accomplished either through selections from each of the disciplines or by concentrating in one of them.

### Admission Requirements

Students entering the program are normally expected to have a bachelor's degree in science or science education and, if teaching in the public schools, a valid teaching certificate.

### MASTER OF ARTS IN PHYSICAL SCIENCE

(34 semester hours)

Students majoring in this program must take 34 semester hours of course work and successfully complete a comprehensive examination. Those taking their courses in the Department of Geology and Astronomy will be expected to complete a six-hour thesis as part of the required 34 semester hours.

This program is developed, under advisement, from course selections in chemistry, physics, mathematics, geology, astronomy, and science education. Normally, course work is restricted to these areas. However, exceptions may be made under special circumstances. Consult with the appropriate department graduate coordinator.

Near the end of the program, the student must pass a comprehensive examination that will demonstrate subject matter knowledge, as well as an ability to observe, analyze, integrate, synthesize, and understand the broad physical concepts related to the course of study. Consult with the appropriate department.

For descriptions of course offerings, see the sections covering the departments of Chemistry, Geology and Astronomy, and Mathematics and Computer Science.

## Political Science

207 Ruby Jones Hall  
West Chester University  
West Chester, PA 19383  
(215) 436-2343

Dr. Weislogel, *Chairperson*  
Mr. Burton, *Public Administration; Adviser*  
Dr. Milne, *Director, M.S. in Administration; Coordinator of Graduate Studies*

### PROFESSORS

Robert J. Marbach, Ph.D., *Temple University*  
James S. Milne, Ph.D., *Temple University*  
John C. Shea, Ph.D., *University of Pittsburgh*

### ASSOCIATE PROFESSORS

William F. Burriss, M.A., *Case Western Reserve University*  
A. Wayne Burton, M.A., *University of Pennsylvania*  
David S. Eldredge, M.A.T., *Harvard University*  
Lawrence V. Iacono, M.Ed., *West Chester University*  
Bhim Sandhu, Ph.D., *University of Missouri*  
James G. Smith, Ph.D., *Indiana University*  
Louis F. Weislogel, Ed.D., *Nova University*

### ASSISTANT PROFESSOR

Yury Polsky, Ph.D., *University of Michigan*  
Frauke Schnell, Ph.D., *State University of New York at Stony Brook*

### Programs of Study

The Department of Political Science offers programs leading to the Master of Arts in political science, and the Master of Science in Administration with a concentration in public administration. The latter is an interdisciplinary degree described in the section on the Master of Science in Administration. The Master of Arts in political science is designed for persons active in education, government, politics, commerce, or industry, as well as for those who wish to enrich their cultural background. NOTE: Admissions to the M.A. program are suspended until further notice.

### POLITICAL SCIENCE

Symbol: PSC/PAD

515 Women in Politics (3) The role of women in politics is surveyed. Considerations include the relationship between the sexes as it has an impact on politics.

525 The American Presidency (3) Analysis of the presidency, stressing its evolution into a modern institution and the contemporary behavioral aspects of the office. Personality, power, and campaign strategy in conjunction with presidential relations with the executive branch, Congress, courts, and the media.

531 Modern Political Theory (3) Critical analysis of enduring political problems as seen primarily in the writings of theorists from Machiavelli to the present; basic concepts of political science; theories concerning the proper role of the state in society.

532 International Relations (3) Factors motivating the actions of nations; machinery evolved by nation states for effecting their various policies.

Methods of diplomacy, international law, and international organization.

533 Congressional Politics (3) The politics of, and the legislative process in, Congress. Internal influences on the Congressional performance, such as rules, norms, and behavior, and external influences including the executive branch and interest groups.

534 American Political Parties (3) Patterns, functions, and history of the American political party system at national, state, and local levels. Theoretical and empirical studies of political interest groups, public opinion, and voting behavior.

540 American Constitutional Law (3) Evolution of constitutional law through study of the leading decisions of the Supreme Court and their significance for the American governmental system.

541 Latin American Culture and Politics (3) Comparative analysis of contemporary Latin-American systems. Stress of political culture, decision making, ideologies, and political processes.

### MASTER OF SCIENCE IN ADMINISTRATION

Concentration in Public Administration  
(36 semester hours)

Required: Administration Core 18 semester hours  
ADM 501, 502, 503, 504, 505, and 506 or 507

Option 1: Public Administration Core\* 18 semester hours  
Focus on state and local government

ADM 500 Methods and Materials of Research (3)

ADM 600 Research Report (3)

GEO 525 Urban and Regional Planning (3)

GEO 527 Planning Law and Organization (3)

PSC 544 American Public Policy (3)

PSC 549 Politics of Bureaucracy and Administrative Behavior (3)

or

Option 2: Individually Contracted Public

Administration Core\* 18 semester hours

Specialized focus, taken under advisement, to meet the student's career goals and needs

ADM 500 Methods and Materials of Research (3)

ADM 600 Research Report (3)

PSC 544 American Public Policy (3)

PSC 549 Politics of Bureaucracy and Administrative Behavior (3)

Elective (3)

Elective (3)

The objective of option 2 is to allow students to select courses from University graduate programs to tailor a program suitable to their career goals or specialized needs.

Both concentration options allow for an internship experience (ADM 612 Internship) of 3-6 semester hours, depending on prior student preparation. Students with little or no organizational work experience may be required to successfully complete ADM 612 as an additional 3-6 hours in the concentration.

A comprehensive examination in the concentration is required. The examination will be based on core and concentration course work.

\*Students with undergraduate majors in political science may be permitted, under advisement, to substitute appropriate courses.

542 Dynamics of Public Opinion and Political Behavior (3) The political role and style of masses and elites; uses and abuses of polls, political socialization, voting behavior, campaigning, and media. Understanding individual opinion formation (micro) and mass publics (macro).

544 American Public Policy (3) Survey of literature; examination of approaches; discussion of concepts and issues in the field of American politics and policy processes.

548 The Communist Powers (3) Comparative study of various Communist systems, particularly the U.S.S.R. and China. Elite-mass relationships; role of Marxism-Leninism; party, economic, and political structures. Secondary attention to Eastern Europe, Cuba, and nonruling parties.

549 Politics of Bureaucracy and Administrative Behavior (3) In-depth examination of the fourth branch of government. Impact of administrative apparatus (bureaucracy) on public policy formulation and implementation in the United States.

551 The Politics of Non-Western Areas (3) Problems of nation building, political participa-

tion, and elite-mass relationships in the less-developed nations. Latin American, Asian, or African nations may be stressed as a case study.

**552 Civil Liberties and Civil Rights (3)** Analysis of constitutional rights and governmental attitudes with respect to civil liberties. Emphasis on case-study method and role playing.

**560 The Politics of Revolution (3)** Synthesis of research, concepts, and theories of revolution. Stress on the meaning, causes, phases, and ideologies of revolution. Contemporary movements emphasized.

**PAD 561 State and Local Government (3)** Examination of the organization, functions, and politics of state and local government, including analysis of politics in states, counties, cities, and towns in urban, suburban, and rural areas. Intergovernmental relations in education, transporta-

tion, and welfare policy are examined.

**PAD 563 Urban Government (3)** Structures and processes of central city and suburban government are considered. Examines patterns and trends in government organization and administration, as well as related sources of conflict in urban decision making, e.g., the urbanization process, race and class antagonism, and city-suburban perspectives.

**PAD 573 American Intergovernmental Relations (3)** Designed to familiarize students with the complex network of conflict, cooperation, and interdependence among national, state, and local government units. Topic areas include an analysis of continuing evolution of American federalism, an examination of this relationship from state and city government perspectives, and

a description of specific intergovernmental fiscal programs and policies.

**590 Independent Studies in Political Science (1-3)** Research projects, reports, and readings in political science. PREREQ: Approval of department chairperson.

#### ADMINISTRATION

Symbol:ADM

**500 Methods and Materials of Research (3)** Logic of scientific methodology research design construction. Stress on hypothesis development and testing, data collection, measurement problems, and theory application.

**600 Research Report (3)**

**612 Internship (3-6)** Intensive field placement in organization under faculty guidance and supervision. Precontracted learning objectives.

## Psychology

114 Rosedale Ave.  
West Chester University  
West Chester, PA 19383  
(215) 436-2945

Dr. Pollak, *Chairperson*  
Dr. Duncan, *Assistant Chairperson*  
Dr. Kumar, *Coordinator of Graduate Studies*

#### PROFESSORS

Mary E. Crawford, Ph.D., *University of Delaware*  
Phillip Duncan, Ph.D., *University of Florida*  
V. Krishna Kumar, Ph.D., *University of Wisconsin-Madison*  
Robert S. Means, Ph.D., *University of Alabama*  
Samuel F. Moore, Ph.D., *University of Cincinnati*  
Walena C. Morse, Ph.D., *Bryn Mawr College*  
Edward I. Pollak, Ph.D., *University of Connecticut*  
Jack Porter, Ed.D., *Temple University*  
Louis H. Porter, Ph.D., *Howard University*  
Harold R. Sands, Ph.D., *Pennsylvania State University*  
Edward D. Smith, Ed.D., *Pennsylvania State University*  
Thomas Treadwell, Ed.D., *Temple University*

#### ASSOCIATE PROFESSOR

Robert R. Shinehouse, M.A., *Temple University*

#### ASSISTANT PROFESSORS

Arvid Bloom, Ph.D., *Colorado State University*  
Darlene DeSantis, Ph.D., *University of Connecticut*  
Deborah Mahlstedt, Ph.D., *Temple University*  
Jasmin T. McConatha, Ph.D., *University of Georgia*  
Michael J. Renner, Ph.D., *University of California - Berkeley*  
Deanne L. Zotter Bonifazi, Ph.D., *Kent State University*

#### Programs of Study

Two degree programs are offered by the Department of Psychology. One leads to the Master of Arts in psychology; the second to the Master of Science in Administration with a concentration in psychology. Within the M.A. in psychology, concentrations are offered in clinical psychology, industrial/organizational psychology, general psychology, and group psychotherapy/processes.

#### Admission Requirements

The minimum admission standards for the Department of Psychology are an undergraduate GPA of 3.0; a psychology GPA for three or

more courses of 3.25; GRE or MAT scores in the 40th percentile or above; advanced psychology portions of the GRE (undergraduate psychology majors only), and three letters of reference. An interview with the Department Admissions Committee also may be required. Typically, admissions are made on a once-a-year basis with April 1 serving as the application deadline. Students accepted into a concentration may, with the approval of the Graduate Committee, transfer to another concentration. A few applicants who do not fully meet the outlined admission requirements may be admitted on a provisional basis depending on their maturity, relevant work experiences, and academic promise.

#### MASTER OF ARTS IN PSYCHOLOGY (33-51 semester hours)

Several degree options are offered. The Master of Arts degree is offered with a concentration in clinical psychology for students who wish to work in a mental health setting or to continue their education at the doctoral level. A concentration in general psychology is offered for students interested in research, teaching, or in continuing their graduate studies. The concentration in group psychotherapy/processes prepares students for professional service in community mental health/hospital, education, and organizational systems. Specialized training is provided in group psychotherapy, psychodrama, and sociometry. This program fulfills the eligibility requirements for certification as a psychodramatist, specified by The American Board of Examiners in Psychodrama, Sociometry, and Group Psychotherapy. The Department of Psychology has been provisionally approved by the American Society of Group Psychotherapy, Psychodrama, and Sociometry as an accredited training program and center in psychodrama. The concentration in industrial/organizational psychology is designed for students interested in employment in business or industry or for those who wish to continue their education at the doctoral level in a related area.

In addition, the Department of Psychology has a cooperative agreement with the school psychology and educational psychology programs at Pennsylvania State University. Students in the West Chester University psychology master's degree programs who qualify are given early admission consideration to these programs, and receive credit toward the Ed.D. or the Ph.D. for course work completed at West Chester University. For details, see the department's graduate handbook.

Students may have to take one or more courses during the summer to complete their program. All students who expect to obtain an M.A. in psychology are required to pass a comprehensive examination. However, the comprehensive examination will be waived for those students who elect to write a thesis.

More details about the program are available in the department's graduate handbook.

**Concentration: Clinical Psychology**

(40-42 semester hours)

The clinical concentration involves taking 30 semester hours of required course work: PSY 502, 506, 512, 517, 524, 527, 544, 549, 559, and 595. Students also are required to take six semester hours of electives selected from PSY 464, 509, 513, 530, 543, 550, 562, 565, 600, and 610. In addition, a 4-6 semester-hour clinical practicum (PSY 615) is required. Students should make every effort to take the following core courses first: PSY 502, 506, 512, 517, and 524.

**Concentration: General Psychology**

(33-36 semester hours)

The following 15 semester hours of course work are required: PSY 502, 506, 512, 517, and 524. All students in this concentration are required to complete a research report (PSY 600) and write a thesis (PSY 610). All students must also complete 15 semester hours of electives. Subject to approval, six of the elective credits may be taken from the graduate offerings of other departments. The departmental courses allowed as electives are PSY 445, 464, 475, 509, 527, 530, 550, 562, and 565 (Note: No more than six semester hours of 400-level courses are allowed as electives.)

**Concentration: Group Psychotherapy/Processes**

(45-51 semester hours)

The group psychotherapy/processes concentration involves 33 semester hours of required course work (EDC 567, PSY 502, 512, 513, 514, 517, 543, 547, 550, 559, and 595). The student also must complete two of the following courses: PSY 527, 544, 549, or 562. In addition, a three-semester-hour clinical practicum (PSY 615), for which the preceding courses serve as prerequisites, is required. Another requirement is completion of either a thesis (PSY 610) or research report (PSY 600).

**Concentration: Industrial/Organizational Psychology**

(36-39 semester hours)

The industrial/organizational concentration includes 21 semester hours of required course work (PSY 502, 506, 524, 560, 562, 563, and 566). A three-credit internship (PSY 630) and a 3-6 credit research experience (PSY 600 and/or PSY 610) also are required. In addition, students must take 3-5 elective courses which, in combination with their internship and research experience, will enable them to explore a particular aspect of the field in greater depth. The elective courses may be taken outside of the Department of Psychology. Courses restricted to clinical psychology majors cannot be taken as electives. With careful selection of electives, internship, and research focus, students will be able to develop specialization in performance analysis and training, personnel evaluation and placement, or aspects of group and organizational processes in industrial/organizational psychology.

**MASTER OF SCIENCE IN ADMINISTRATION****Concentration: Psychology**

(36 semester hours)

The Department of Psychology participates in an interdisciplinary degree program leading to a Master of Science in Administration with a concentration in psychology. Two options are offered in the psychology concentration. The first option emphasizes personnel administration. The second allows the student to design an individualized psychology concentration. (See the section describing Administration.)

**Concentration: Training and Development**

(36 semester hours)

Training and Development is a concentration within the Master of Science in Administration program. The thrust of this concentration is to prepare training and development supervisors who, in turn, will develop and coordinate "in house" programs/staff development services for line managers. (See the section describing Administration.)

**COURSE DESCRIPTIONS\*****PSYCHOLOGY**

Symbol: PSY

**501 Introductory Statistics for the Behavioral Sciences** (3) Central tendency, variability, standard scores, correlation, probability, sampling, tests of hypotheses, "t" test, chi square, distribution-free statistics, and introduction to analysis of variance. PSY 501 is particularly recommended for those who are weak in, or have not previously been exposed to, behavioral sciences statistics.

**502 Advanced Statistics for Behavioral Sciences** (3) This course covers inferential statistical techniques with emphasis on application to research in psychology and related areas. PREREQ: PSY 501 or equivalent.

**506 Theories of Learning** (3) Survey and critical review of existing theories of learning and relevant research data.

**509 Advanced Social Psychology** (3) Emphasizes contemporary approaches to the study of social behavior including cognitive, social, and experimental and quasi-experimental research methodology.

**512 Psychology of Personality** (3) The interaction and effects of forces that influence personality development. Normal and neurotic develop-

ment are contrasted. Principles of personality measurement are explored.

**513 Theory and Practice of Psychodrama** (3) This course introduces theory and practice of psychodrama as a psychotherapeutic modality, emphasizing psychodramatic and sociometric techniques. It gives each person a chance to participate in using sociometry and psychodrama techniques and integrates the theoretical with the applied components of psychodrama.

**514 Theory and Practice of Psychodrama II** (3) Continuation of PSY 513 at an advanced level with emphasis on clinical sociometry, the social atom concept, auxiliary ego techniques, and directing. Instruction will include both didactic and experiential modes.

**517 Psychopathology** (3) Advanced study of abnormal human behavior and a description of pertinent types, including symptoms, causes, and treatment. Current and recent theoretical approaches and research findings relevant to the etiology and treatment of these disorders. PREREQ: An undergraduate course in abnormal psychology and PSY 512, or equivalents, or permission of instructor.

**524 Psychometrics** (3) A survey of measurement theory in psychology with emphasis on the logic of measurement, scaling models, statistical methods, construction of valid and reliable measures. PREREQ: PSY 501.

**526 Program Evaluation** (3) A survey of procedures for planning and evaluating programs in psychology, education, government services, health and welfare, etc. Topics include needs analysis, statement of objectives, definition and verification of treatment, operational measures,

evaluation design, analysis/interpretation of data, and report writing. Case studies of evaluation from a variety of disciplines will be reviewed.

**527 Behavior Modification** (3) Application of learning principles and environmental control to behavior change. Foundation principles, techniques, and assessment methods of modification. PREREQ: PSY 506 or equivalent.

**530 Human Sexual Behavior** (3) The study of those variables under which human sexual behavior functions. Research from sociological and medical studies is integrated with psychological knowledge.

**543 Psychology of Group Processes** (3) Survey of psychological group processes, tracing the origins and historical development of the major theoretical orientations.

**544 Individual Psychometric Techniques: Wechsler and Binet Scales** (3) Historical development, administration, scoring, and interpretation of the Wechsler and Binet scales. PREREQ: PSY 501 and PSY 524 or equivalent. By permission only (usually restricted to clinical psychology majors).

**547 Human Intimacy** (3) A study of processes and factors in establishing, maintaining, and terminating relationships via the use of group methods.

**549 Projective Techniques and Personality Testing** (3) History and theory of personality testing. Introduction to administration, scoring, and interpretation of projective techniques. PREREQ: PSY 517 or equivalent, and PSY 524. Clinical psychology majors, or others with permission of instructor.

**550 Seminar in Psychology** (1-3) Selected problems in psychology. Subject announced in advance of each semester. Offered on demand.

\*All courses in the Department of Psychology are restricted to those students who have been admitted to a degree program by the Department of Psychology, or to those who have received special permission to register for a course from the Department of Psychology graduate coordinator.

**559 Psychotherapy** (3) Theoretical considerations, principles, techniques, and problems involved in counseling and psychotherapy. Usually restricted to clinical psychology majors. PREREQ: PSY 512 and 517 or equivalents.

**560 Industrial Psychology** (3) Application of individual differences, learning, and aptitudes to functions such as personnel selection, placement, training, and evaluation.

**562 Organizational Psychology** (3) Focus on the relation between the individual and the organization. Elements of the organization that affect behavior are considered. Research designs appropriate to individual cases are presented.

**563 Performance Analysis** (3) An accomplishment-based approach to the analysis of human performance. Topics include measurement and analysis of performance opportunities and strategies for improving performance.

**564 Human Factors** (3) Methods and results of experimental psychology pertinent to man-machine relationship problems. Workplace design, systems approach, control and display, and man-in-space challenges are considered.

**565 Psychology of Women** (3) A study of behaviors and experiences of women; biological, cultural, interpersonal, and intrapersonal determinants of women's actions, thoughts, and feelings are explored.

**566 Seminar in Industrial/Organizational Psychology** (3) Recent technical, legal, social, and ethical aspects of the field are covered. Affirmative action and assessment, equal opportunity,

minorities and women in the work force, and other pertinent issues are emphasized.

**567 Training and Psychology** (3) An overview of the training process in organizations. Topics range from needs analysis to evaluation of training programs.

**590 Independent Studies in Psychology** (1-3) Research projects, reports, and readings in psychology. PREREQ: Approval of department graduate coordinator.

**595 Clinical Psychology** (3) Survey of clinical techniques used in assessment and treatment of personality disorders. Restricted to clinical psychology majors. PREREQ: PSY 512 and 517.

**600 Research Report** (3) An original review of the literature.\*\*

**610 Thesis** (3-6) An original empirical study. PREREQ: Permission of graduate coordinator.\*\*

**615 Clinical Practicum in Psychology** (2-6) Supervised professional participation in applied psychological activities, or projects in cooperating agencies and institutions. PREREQ: PSY 502, 506, 512, 517, 524, 544, 559, and 595. Restricted to clinical psychology majors and recommendation of graduate clinical faculty.\*\*

**620 Practicum in School Psychology** (3-15) Supervised experience as a school psychologist. Offered for students seeking out-of-state certification as a school psychologist. (West Chester University does not presently offer a program leading to certification as a school psychologist in the Commonwealth of Pennsylvania.)

**630 Internship in Industrial/Organizational Psychology** (3) Supervised professional participa-

tion in applied psychological activities within a business or organizational setting. PREREQ: Permission of instructor.

The following 400-level course is frequently taken for graduate credit.

**445 Organizational Development** (3) Major theoretical, research, and applied issues in organizational diagnosis and change. Class sessions are experimentally oriented.

These additional 400-level courses may be taken for elective graduate credit with the permission of the course instructor and the student's program adviser, and/or the Department of Psychology graduate coordinator: PSY 443 (Psychology of Group Processes); 445 (Organizational Development); 464 (Physiological Psychology); 470 (Sensory and Perceptual Processes); 475 (Cognitive Psychology); 480 (Neuropsychological Rehabilitation); 490 (Topical Seminar in Psychology).

Descriptions of these courses can be found in the current West Chester University Undergraduate Catalog.

Requirements in addition to those existing for undergraduates are imposed for any 400-level course taken for graduate credit. No more than six credits of 400-level course work may be applied toward a graduate degree.

\*\*While work on these courses may be completed any semester, students are encouraged to enroll for them during the summer sessions. Courses may be cancelled or the semester changed as required by enrollment. Summer courses depend on adequate enrollment.

## Reading – See Childhood Studies and Reading

## Secondary Education – See Counselor, Secondary, and Professional Education

## Social Work

206 McCoy Center  
West Chester University  
West Chester, PA 19383  
(215) 436-2527

Ms. Joyner, Chairperson  
Dr. Siegel, Coordinator of Graduate Studies

### ASSOCIATE PROFESSORS

Charlotte E. Bartlett, M.S.S., Bryn Mawr College  
Sally A. Ross, M.S.W., University of Pennsylvania

### ASSISTANT PROFESSORS

Cheryl Hodgins, M.S.W., University of Texas  
Mildred Joyner, M.S.W., Howard University  
Robert B. McCutcheon, M.S.W., Rutgers School of Social Work  
David I. Siegel, D.S.W., Columbia University  
Susanne Wieder, M.S.W., Smith College

The department offers graduate courses in social work on a limited basis to graduate students from other areas as well as to advanced undergraduate majors and nonmajors.

### MASTER OF SCIENCE IN ADMINISTRATION Concentration: Social Work

The Department of Social Work no longer accepts students in an interdisciplinary degree program leading to a Master of Science in Administration with a concentration in social work. See Administra-

tion, page 25. Students admitted into the program before January 1991 will take the following courses to complete their degree:

#### CURRICULUM

##### 1. Administration Core 18 semester hours

- ADM 501 Administration Theory and Environment (3)
- ADM 502 Computers for Managers (3)
- ADM 503 Accounting for Administrators (3)
- ADM 504 Communication for Administrators (3)
- ADM 505 Organizing Human Resources (3)
- ADM 506 Budgeting and Fiscal Management (3) or
- ADM 507 Liability for Managers

The following courses are available for continuing education and/or a substitute for another core degree program. Note: These courses are offered on an as-needed basis.

##### 2. Social Work Core 18 semester hours

- SWO 520 Theory of Social Work Practice (3)  
(or elective if B.S.W.)
- SWO 523 Supervision and Staff Development (3)
- SWO 531 Program Development (3)
- SWO 532 Social Legislation (3)
- SWO 550 Internship (3)
- SWO 552 Social Work Seminar (3)

NOTE: A substitute elective for an above course may be taken with permission of the coordinator. Comprehensive exams in social work will be required. Students with less than two years of social work experience will need to do an additional placement assignment in conjunction with SWO 520, Theory of Social Work Practice.

**COURSE DESCRIPTIONS****SOCIAL WORK**

Symbol: SWO

**520 Theory of Social Work Practice** (3) A survey of various psychological/sociological theories with emphasis on their application to social work practice.

**523 Supervision and Staff Development** (3) Basic concepts of supervision as a medium

for instruction and staff development with an emphasis on the skill of supervision.

**531 Program Development** (3) A study of current funding streams and the techniques of proposal development.

**532 Social Legislation** (3) Analysis of social welfare policy with an emphasis on social change.

**550 Internship** (3) The application and integration of theoretical concepts and the development

of professional skills in a social agency in administrative practice, which are approved by the field coordinator.

**552 Social Work Seminar** (3) Students will meet in a weekly two and a half-hour practicum for the integration of theory and practice experience.

**NOTE:** Individualized programs are designed to meet the students' needs.

**Sociology – See Anthropology and Sociology****Special Education**

309 Recitation Hall

West Chester University  
West Chester, PA 19383  
(215) 436-2579

Ms. Nickles, *Chairperson and Coordinator of Graduate Studies*

Dr. Zlotowski, *Coordinator of Graduate Studies*

**ASSOCIATE PROFESSOR**

Martin Zlotowski, Ph.D., *Michigan State University*  
Judith S. Finkel, Ph.D., *Union Graduate School*

**ASSISTANT PROFESSORS**

Mary LaCoste, Ed.D., *University of New Orleans*  
Deborah A. Nickles, M.S., *Syracuse University*  
Theresa A. Quigney, Ph.D., *Kent State University*

**Programs of Study**

The Department of Special Education offers programs leading to the Master of Education in special education and certification in special education. These programs are open to teachers and other professionals interested in this field.

**THE MASTER OF EDUCATION PROGRAM ALONE DOES NOT LEAD TO LEVEL I CERTIFICATION IN SPECIAL EDUCATION.****MASTER OF EDUCATION IN SPECIAL EDUCATION**

All candidates must meet the general requirements for admission to a degree program at West Chester University, listed under Admission.

The following items should be returned with the completed application form to the Office of Graduate Studies and Sponsored Research:

1. A copy of the applicant's Pennsylvania Instructional I Certificate
2. An extended statement describing the applicant's interests, needs, and goals, including the applicant's interest in taking graduate study
3. Evidence of an acceptable score on the Miller Analogies Test

Applicants must arrange for interviews with two members of the Department of Special Education. Arrangements are made through the department secretary.

Failure to complete any of these application requirements will result in provisional matriculation status and will limit the number of courses the student may take.

**Degree Requirements**

1. The student must apply to be admitted to candidacy after the completion of 12 credit hours of work at West Chester University, including EDF 510 and two courses from the Special Education Program. Grade point averages (GPAs) must be consistent with standards required in graduate studies at West Chester.

2. The student must pass a comprehensive examination after the completion of a minimum of 24 semester hours of work or a maximum of 30 semester hours. The student must file a written request with both the chairperson and the graduate coordinator to take the examination. The request should be filed no later than two weeks prior to the date of the examination. The examination may be taken twice, but a semester interval is required between failure and re-examination. A student who fails the examination twice must obtain approval of the department to take it a third and final time.

3. The student must complete all degree requirements with a cumulative GPA of 3.0 in areas II and III, with an overall minimum GPA of 2.75.

**MASTER OF EDUCATION IN SPECIAL EDUCATION****Program Description**

The program is offered on a thesis or nonthesis basis:

Option A: (30 semester hours plus thesis)

The student will complete nine hours in Area I, 12 hours in Area II, nine hours in Area III, and EDA 591.

Option B: (36 semester hours)

The student will complete nine hours in Area I, 15 hours in Area II, and 12 hours in Area III.

**Area I – Professional Education**

- EDF 500 Methods and Materials of Research in Education (3)  
EDF 510 Educational Foundations (3)  
EDP 550 Advanced Educational Psychology (3)

**Area II – Special Education**

- EDA 501 Prescriptive Teaching (3)  
EDA 541 Psychology of Exceptional Children (3)  
EDA 573 Developmental Assessment of Children with Learning Disabilities (3)  
EDA 580 Current Issues and Trends (3)  
EDA 581 Practicum: Special Education (3) (required in Option B)  
EDA 591 Thesis and Research (6) (required in Option A)

**Area III – Concentration**

Students will select an area of concentration under advisement. The concentration will consist of approved courses from one of the following areas:

- The Arts  
Communication Disorders  
Counseling  
Instructional Media  
Physical Education  
Psychology  
Criminal Justice  
Educational Research

- Elementary Education  
Areas  
Health Education  
Reading  
Secondary Education  
Special Education  
Urban Education  
Student Designed Concentration

**COURSE DESCRIPTIONS****SPECIAL EDUCATION**

Symbol: EDA

The following courses may be taken as electives by anyone in a graduate program, subject to approval from the department and the student's chairperson.

**500 Mainstreaming for Exceptional Students** (3) Designed to acquaint classroom teachers with special education students who may be spending some portion of the day in a regular setting. Current regulations and ways of meeting educational needs will be reviewed.

**501 Prescriptive Teaching** (3) An attempt to guide the teacher to an awareness of the methods by which medical, psychological, behavioral, and academic diagnosis may be converted into relevant educational terms, providing for adequate follow through on specific recommendations. PREREQ: EDA 573.

**502 Nature and Needs of the Gifted and Talented** (3) Definition, identification, and enumeration of the characteristics of the gifted child, with emphasis on the need to provide effective and innovative means of meeting educational needs. Special attention devoted to understanding the nature and problems of the gifted under-achiever.

**540 Workshop in Special Education** (4) An intensive program of observation and instruction of mentally retarded or physically handicapped children. Instructional experience with handicapped children is combined with lecture, demonstration, films, guest speakers, and case study.

Primarily for in-service teachers. PREREQ: Permission of coordinator.

**541 Psychology of Exceptional Children**

(3) Psychology of children whose intellectual, physical, social, and/or emotional characteristics are significantly deviant from those of children whose needs are met through normal educational routes.

**542 Developmental Disabilities** (3) Focus on the concept of developmental disabilities including etiology, manifestations, and identification. Genetic, psychosocial, and environmental factors are considered.

**544 Classroom Management** (3) Exploration of current practices in the management and modification of behavior. The professional's role in achieving a better basis for meaningful communication with the special child. Problems that may interfere with teacher effectiveness are discussed.

**560 Administration and Supervision of Special Education I** (3) An introduction to special education training. Concepts and practices presented will be those unique to the field of special education.

**561 Administration and Supervision of Special Education II** (3) This course is intended to develop an understanding of the principles and practices used in supervision, emphasizing individual and group processes.

**562 Supervision Practicum: Special Education** (3) This course is designed to provide practice for those skills gained through course work that are necessary for successful performance. This

practicum will be conducted in an educational facility and assessed by administrative and supervisory personnel.

**571 Childhood Learning Disabilities** (3) The study and education of the child with perceptual problems and/or minimal brain damage.

**572 The Emotionally Disturbed Child** (3) A study of abnormal and atypical behaviors exhibited by disturbed children, with emphasis on environmental contingencies and implications. Intervention and prevention strategies will be discussed.

**573 Developmental Assessment of Children with Learning Disabilities** (3) Diagnostic procedures and subsequent educational prescriptions useful with children experiencing learning difficulties. PREREQ: EDA 541 or equivalent.

**580 Current Issues and Trends** (3) Current trends, problems, and issues in special education, teacher education, research, and administration will be explored. Emerging concepts relating to special education and exceptional children will be emphasized.

**581 Practicum: Special Education** (3) Intended to provide the student an opportunity to put skills gained through course work into practice under supervision from the department. Weekly seminar required.

**590 Independent Study** (1-3)

**591 Thesis and Research** (6) This course will provide the student the opportunity to learn how to evaluate and interpret published research, to conduct a critical research review, and to develop and produce an original research paper. Offered on a two-semester basis with each part carrying three credits. PREREQ: EDF 500.

## Teaching English as a Second Language

550 Main Hall

West Chester University

West Chester, PA 19383

(215) 436-2898

Dr. Godfrey, Program Coordinator

Diane O. Casagrande, Professor (*Communication Studies*)W. Stephen Croddy, Professor (*Philosophy*)Dennis L. Godfrey, Assistant Professor (*English*)John T. Kelly, Associate Professor (*English*)Garrett Molholt, Assistant Professor (*English*)Cheri L. Micheau, Assistant Professor (*TESL and Linguistics*)Paul A. Stoller, Associate Professor (*Anthropology*)**Program of Study**

The Master of Arts in Teaching English as a Second Language is an interdisciplinary program contributed to by the departments of Anthropology and Sociology, English, Foreign Languages, Philosophy, and Communication Studies. The program is designed for those preparing to teach English to students whose first language is not English. Students wishing to enter the program must consult the coordinator.

**Admission Requirements**

In addition to meeting the general requirements for a master's degree at West Chester, the candidate must (1) present an acceptable baccalaureate degree, which includes at least 24 semester hours in the area of English/foreign languages/linguistics, at least six semester hours in the area of anthropology/psychology/sociology, and a course in

teaching reading (which may be taken as a program elective if it is lacking); (2) take the verbal and quantitative tests of the Graduate Record Examination or the Miller Analogies Test if deemed necessary; (3) demonstrate adequate proficiency in a foreign language if the student is a native speaker of English, or adequate proficiency in English if the student is a nonnative speaker of English; and (4) fulfill the course requirements and pass a written and/or oral comprehensive examination, offered on the second Wednesday of October and March.

**M.A. IN TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)**  
(33 semester hours)**Required Courses**

24 semester hours

ENG 575, 576, 577; LAN 500, 502, 503; LIN 501, 503

Students submitting equivalent courses for any of the above may substitute, under advisement, courses from the groups below.

**Electives**

9 semester hours

Selected from the groups below. At least one course must be selected from Group 1.

Group 1: ENG 579; LIN 540, 555, and 580

Group 2: COM 515; ENG 578, 589, and 590; LAN 504, 505, 580, 590, 600, and 610; LIN 504, 505, 512, and 590; PHI 506 and 523;

With the approval of the coordinators, students wishing to acquire certification in English while enrolled in this program may use up to six hours of electives for this purpose. Students who have completed a minimum of 24 semester hours in approved courses are eligible for a certificate in TESL.

For descriptions of courses under this program, TESL, see English (ENG), Foreign Languages (LAN), Linguistics (LIN), Philosophy (PHI), and Communication Studies (COM).

## Theatre – See Communication Studies

### Women's Studies

211 Main Hall  
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West Chester, PA 19383  
(215) 436-2464

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Mary Ann Burns-Duffy, Assistant Professor (*Library Services*)  
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#### COURSE DESCRIPTIONS WOMEN'S STUDIES

Symbol: WOS

**530 Women in Leadership: Critical Issues (3)**  
Survey of the literature that defines and discusses critical issues for the woman leader. Some issues center around lifestyle choices and conflicts (loneliness, family pressure) and others around

organizational barriers and alternative means to overcome them.

**531 Management of Leadership: Laboratory Course (3)** The study and practice of alternative leadership modes. The course uses workshop techniques to teach speech, small-group dynamics, and other communication skills, and problem-solving strategies.

**533 Woman Executive: Research Seminar (3)** A seminar that requires each student to

complete an original project on the goals, problems, choices, or successes of women in middle- or upper-level management positions. The use of case studies, surveys, oral history, and other research techniques will be explored. An appropriate internship may be substituted for this course.

**539 Independent Study (3)** A project to be developed independently by the student working with a specific instructor.

Richard J. Webster, Professor (*History*); Coordinator,  
American Studies

#### Program of Study

The Women's Studies Program consists of an interrelated group of courses offered in both arts and sciences and professional studies. Graduate courses include:

ECO 503 Women and Economics  
EDE 589 Humanizing Teaching and Learning  
ENG 523 Shakespeare's Sisters: Renaissance Women Writers  
ENG 565 Women and Film  
ENG 568 20th-Century Women Poets  
ENG 580 Women Writing  
FRE 509 Women and Men in French Literature  
PED 685 Women and Sport  
PSC 515 Women in Politics  
PSY 565 Psychology of Women  
SWO 521 Social Group Work With Women in Transition  
WOS 530 Women in Leadership: Critical Issues  
WOS 531 Management of Leadership: Laboratory Course  
WOS 533 The Woman Executive: Research Seminar

Graduate students also may pursue a Master of Science in Administration degree with a concentration in "Leadership for Women." This concentration involves six courses in administrative skill areas and six additional courses which enable the student to develop a mode of leadership appropriate to workplaces in which access to organizational power is inequitable for sexes of equal training and talent. See the sections "Leadership for Women" and "Master of Science in Administration" for further information.

# Guide to Course Prefixes

Because many program descriptions refer to courses offered by other departments, the following guide to course prefixes is provided.

ACC	Accounting
ADM	Administration, Leadership for Women
AER	Aerospace Studies
ANT	Anthropology and Sociology
ARH	Art
ART	Art
ASA	American Studies
ASH	History, American Studies
BEN	Instrumental Music
BIL	Biology
BIO	Biology
BLA	Business Administration
BRC	Instrumental Music
BUS	Economics
CBA	Instrumental Music
CHE	Chemistry
CHO	Vocal/Choral Music
CLS	Comparative Literature Studies, English
COM	Communication Studies
COR	Instrumental Music
CRJ	Criminal Justice
CRL	Chemistry
CSC	Mathematical Sciences
DRC	Instrumental Music
ECE	Childhood Studies and Reading
ECO	Economics
EDA	Special Education
EDC	Counselor, Secondary and Professional Education
EDE	Childhood Studies and Reading
EDF	Counselor, Secondary and Professional Education
EDG	Childhood Studies and Reading
EDH	Counselor, Secondary and Professional Education
EDM	Instructional Media
EDO	Counselor, Secondary and Professional Education
EDP	Counselor, Secondary and Professional Education
EDR	Childhood Studies and Reading
EDS	Counselor, Secondary and Professional Education

EDU	Counselor, Secondary and Professional Education
EDX	Counselor, Secondary and Professional Education
ELB	Instrumental Music
ELO	Instrumental Music
ENG	English
ESL	Geology and Astronomy
ESS	Geology and Astronomy
FIN	Economics
FLM	English
FRE	Foreign Languages
GEO	Geography and Planning
GER	Foreign Languages
GRE	Foreign Languages
HAR	Keyboard Music
HEA	Health
HEB	Foreign Languages
HIS	History
HON	Honors Program
HPE	Physical Education
HTR	Health
HUM	Women's Studies
ICO	Instrumental Music
IND	Geology and Astronomy
INS	Instrumental Music
ITA	Foreign Languages
JEN	Instrumental Music
JRN	English
KEN	Keyboard Music
LAN	Foreign Languages
LAT	Foreign Languages
LEN	English
LIN	Foreign Languages
LIT	English
LPN	Philosophy
MAB	Instrumental Music
MAC	Keyboard Music
MAK	Keyboard Music
MAP	Instrumental Music
MAS	Instrumental Music
MAT	Mathematical Sciences
MAW	Instrumental Music
MGT	Business Administration
MHL	Music History
MIS	Management Information Systems
MKT	Business Administration
MSI	Military Science
MTC	Music Theory and Composition
MTE	Mathematical Sciences
MTL	Mathematical Sciences
MUE	Music Education
MWJ	Music Theory and Composition
MWP	Keyboard Music
MWS	Keyboard Music
NSG	Nursing
NSL	Nursing
ORG	Keyboard Music
PAD	Government and Planning
PEA	Physical Education
PEC	Instrumental Music
PED	Physical Education
PEL	Physical Education
PEN	Instrumental Music
PHE	Geology and Astronomy
PHI	Philosophy
PHL	Physics
PHR	Physics
PHS	Physics
PHY	Physics and Pre-Engineering
PIA	Keyboard Music
POR	Foreign Languages
PSC	Government and Planning
PSY	Psychology
PWP	English
RES	Counselor, Secondary and Professional Education
RUS	Foreign Languages
SBA	Instrumental Music
SCB	Biology
SCC	Chemistry
SCE	Geology and Astronomy
SEN	Instrumental Music
SOC	Anthropology and Sociology
SPA	Foreign Languages
SPP	Communicative Disorders
SSC	Social Studies, Ethnic Studies, Peace and Conflict Studies
STA	Mathematical Sciences
STC	Instrumental Music
SWO	Social Work
SYO	Instrumental Music
THA	Theatre Arts
VOC	Vocal/Choral Music
VOI	Vocal/Choral Music
WEN	Instrumental Music
WIN	Instrumental Music
WOS	Women's Studies
WWC	Instrumental Music

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- ARTHUR R. SMITH (1984) *Associate Professor of Geology and Astronomy*  
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- CARL M. SMITH (1971) *Assistant Professor of Accounting*  
B.B.A., M.B.A., Temple University; C.P.A., Commonwealth of Pennsylvania
- EDWARD D. SMITH (1972) *Professor of Psychology*  
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- FRANK A. SMITH (1964) *Professor of Physics*  
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- JAMES G. SMITH (1980) *Associate Professor of Political Science*  
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- LUANNE SMITH (1989) *Assistant Professor of English*  
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- PAUL K. SMITH (1985) *Associate Professor of Physical Education*  
B.S., M.S., Florida State University; Ph.D., Southern Illinois University
- ROBERTA SNOW (1989) *Associate Professor of Management*  
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- MARY C. STIEBER (1990) *Assistant Professor of Art*  
B.F.A., Carnegie Mellon University; M.A., University of Pittsburgh; M.A., Ph.D., Princeton University
- JOSEPH A. STIGORA (1973) *Associate Professor of Communicative Disorders*  
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- PAUL STOLLER (1980) *Professor of Anthropology and Sociology*  
B.A., University of Pittsburgh; M.S., Georgetown University; Ph.D., University of Texas at Austin
- CLEAVONNE STRATTON (1983) *Associate Professor of Communicative Disorders*  
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B.A., Emerson College; M.S., Purdue University
- JAMES D. SULLIVAN (1967) *Professor of Music Theory and Composition*  
B.S., West Chester University; M.A., Ph.D., Eastman School of Music
- LULU C. H. SUN (1991) *Assistant Professor of English*  
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B.A., Swarthmore College; M.A., Ph.D., University of Pennsylvania
- PATRICK J.M. SYLVESTER (1968) *Professor of Economics*  
B.A., St. Francis Xavier University (Canada); M.A., University of New Brunswick (Canada); M.A., University of Pennsylvania; Ph.D., Bryn Mawr College
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B.S., Kutztown University; M.Ed., Ed.D., Lehigh University
- WACLAW SZYMANSKI (1985) *Professor of Mathematical Sciences*  
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- JOHN C. TACHOVSKY (1970) *Professor of Geography*  
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- LIN TAN (1989) *Associate Professor of Mathematical Sciences*  
B.S., M.A., Zhejian University; M.S., Ph.D., University of California at Los Angeles
- BRADLEY E. TAYLOR (1973) *Assistant Professor of Physical Education*  
B.S., M.Ed., Temple University
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- SANDRA J. THIELZ (1973) *Assistant Professor of Physical Education*  
B.S., Southern Connecticut State College; M.Ed., West Chester University
- WESLEY W. THOMAS (1979) *Professor of Geography*  
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- SANDRA TICKNOR-FOWKES (1991) *Instructor of Physical Education*  
B.S., Pennsylvania State University; M.S., University of Colorado
- HARRY TIEBOUT (1992) *Assistant Professor of Biology*  
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- MIKEL K. TODD (1990) *Assistant Chairperson, Department of Physical Education; Assistant Professor*  
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- THOMAS W. TOLIN (1992) *Assistant Professor of Economics*  
B.A., University of Southwestern Louisiana; Ph.D., University of Houston
- WILLIAM TOROP (1971) *Professor of Chemistry*  
A.B., M.S., Ed.D., University of Pennsylvania
- THOMAS TREADWELL (1968) *Professor of Psychology*  
B.A., Morris Harvey College; M.S., University of Bridgeport; Moreno Institute, New York; (Certified Psychodramatist, T.E.P.); Ed.D., Temple University
- ELISE A. TRIANO (1985) *Associate Professor of Biology*  
B.A., Gettysburg University; Ph.D., Thomas Jefferson University
- MILAN TRNKA (1962) *Assistant Professor of Physical Education*  
A.B., Syracuse University; M.S., University of Illinois
- C. JAMES TROTMAN (1979) *Associate Professor of English*  
B.A., M.Ed., Pennsylvania State University; Ed.D., Columbia University
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- DONNA L. USHER (1991) *Assistant Professor of Art*  
B.F.A., B.S., Moore College of Art; M.F.A., University of Delaware
- JOY VANDEVER (1964) *Associate Professor of Vocal and Choral Music*  
B.S., M.Ed., West Chester University
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- RICHARD K. VELETA (1965) *Professor of Keyboard Music*  
B.Mus., M.Mus., D.Mus., Northwestern University
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B.A., University of Pittsburgh; M.Div., Westminster Theological Seminary; M.S. in Ed., University of Pennsylvania
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B.S., M.M., West Chester University
- KARIN A.E. VOLKWEIN (1992) *Assistant Professor of Physical Education*  
Staatsexamen, University of Marburg, Germany; Ph.D., University of Tennessee
- JACQUES C. VOOIS (1969) *Professor of Keyboard Music*  
B.Mus., Oberlin College; M.Mus., Manhattan School of Music; D.M.A., Johns Hopkins University/Peabody Conservatory
- RUSSELL H. VREELAND (1989) *Assistant Professor of Biology*  
B.S., M.S., Rutgers – The State University; Ph.D., University of Nebraska
- JACK WABER (1976) *Professor of Biology*  
B.A., Hope College (Mich.); Ph.D., University of Hawaii
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**RICHARD J. WEBSTER** (1967) *Professor of History, American Studies, and Women's Studies*  
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 College of Physicians and Surgeons  
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 GAIL LYNN WOODS *Department of Biology*  
 B.S., Beloit College; M.D., Indiana University  
 RICHARD W. ZIEGLER *Department of Sports Medicine*  
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 Medical College, Thomas Jefferson  
 University

## Emeriti

ALEXANDER ANTONOWICH, *Music Education*  
 'ELEANOR ASHKENAZ, *Chemistry*  
 DOROTHY D. BAILEY, *English*  
 'HAROLD W. BENDA, *Education*  
 BERNICE BERNATZ, *Dean of Women Emerita*  
 'JAMES A. BINNEY, *English*  
 MARY M. BLISS, *Biology*  
 JUSTO B. BRAVO, *Chemistry*  
 WALTER A. BUECHELE, JR. *Counselor,  
 Secondary, and Professional Education*  
 ROBERT E. CARLSON, *History*  
 'PAUL E. CARSON, *Music*  
 NONA E. CHERN, *Childhood Studies and  
 Reading*  
 MARY E. CLEARY, *Education*  
 'JOHN W. CLOKEY, *Dean of Arts and Letters  
 Emeritus*  
 BARBARA J. COATES, *Physical Education*  
 BERNARD B. COHEN, *Psychology*  
 'FAYE A. COLLICOTT, *Librarian*  
 GERALDINE C. CONBEER, *Librarian*  
 EDWIN B. COTTRELL, *Health and Physical  
 Education*  
 'GEORGE R. CRESSMAN, *Education*  
 'KATHERINE M. DENWORTH, *Education*  
 'MARK M. EVANS, *Director of Student  
 Teaching*  
 'MARION FARNHAM, *Art*  
 RUTH FELDMAN, *Psychology*  
 BYRON Y. FLECK, *Dean of Social Sciences  
 Emeritus*  
 'THOMAS J. FRANCELLA, *Criminal Justice*  
 CHARLOTTE M. GOOD, *Education*  
 'ROBERT B. GORDON, *Sciences*  
 'ANNE M. GOSHEN, *Psychology*

MIRIAM S. GOTTLIEB, *Music*  
 'THELMA J. GREENWOOD, *Biology*  
 MADELYN GUTWIRTH, *Foreign Languages*  
 'H. THEODORE HALLMAN, *Art*  
 JOAN HASSELQUIST, *Childhood Studies and  
 Reading*  
 JACK GARDNER HAWTHORNE, *Art*  
 'CHARLES W. HEATHCOTE, *Social Sciences*  
 'THOMAS J. HEIM, *Social Sciences*  
 WALTER J. HIPPLE, *Philosophy*  
 PHILIP P. HOGGARD, *Education*  
 PAMELA JUDSON-RHODES (HEMPHILL), *Art*  
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 CHARLOTTE E. KING, *Childhood Studies and  
 Reading*  
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 DOROTHY R. NOWACK, *Health*  
 BERNARD S. OLDSEY, *English*  
 WILLIAM R. OVERLEASE, *Biology*  
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 RUTH PETKOFSKY, *Childhood Studies and  
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 N. RUTH REED, *Health*

RUSSELL K. RICKERT, *Physics*  
 WALTER NATHANIEL RIDLEY, *Education*  
 ALBERT ROBERTS, *Foreign Languages*  
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 GLENN W. SAMUELSON, *Anthropology and  
 Sociology*  
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 JANE E. SHEPPARD, *Vocal and Choral Music*  
 W. CLYDE SKILLEN, *Biology*  
 'KENNETH C. SLAGLE, *Dean of Arts and  
 Sciences Emeritus*  
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 ROY D. SWEET, *Vocal and Choral Music*  
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 ELINOR Z. TAYLOR, *Physical Education*  
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 Physical Education*  
 'S. ELIZABETH TYSON, *English*  
 'EARLE C. WATERS, *Health and Physical  
 Education*  
 SOL WEISS, *Mathematical Sciences*  
 THEODORA L. WEST, *English*  
 ARDIS M. WILLIAMS, *Chemistry*  
 'JOSEPHINE E. WILSON, *English*  
 JAMES J. WRIGHT, *Music Theory and Composition*  
 EDWIN L. YOUNMANS, *Health and Physical  
 Education*  
 'EDWARD ZIMMER, *Music*

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 CHARLES C. SOUFAS, JR.  
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 1989  
 CHRISTOPHER BUCKLEY  
 LARRY A. NELSON

1990  
 PAUL STOLLER  
 1992  
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## Distinguished Teaching Chairs

1982-1983

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## Merit Awards

1982-1983

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MARY A. KEETZ  
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CHARLES H. STUART

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ELIZABETH A. GIANGIULIO  
KOSTAS MYRSIADES  
LOIS WILLIAMS

1984-1985

FRANK E. MILLIMAN  
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1986-1987

G. WINFIELD FAIRCHILD  
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1987-1988

WALLACE J. KAHN  
STERLING E. MURRAY  
ARLENE C. RENGERT

1988-1989

PAMELA HEMPHILL

1989-1990

MADELYN GUTWIRTH  
JOAN HASSELQUIST

1990-1991

BENJAMIN WHITTEN

1991-1992

CHRISTOPHER BUCKLEY

## Irving Hersch Cohen Faculty Merit Award

1990

DOROTHY NOWACK

1991

GEORGE CLAGHORN

## Distinguished Faculty Awards

1974-1975

THOMAS A. EGAN, *Teaching*  
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MICHAEL A. PEICH, *Teaching*

1975-1976

WALTER E. BUECHELE, JR., *Service*  
CARMELA L. CINQUINA, *Service*  
PHILLIP B. DONLEY, *Service*  
GEORGE W. MAXIM, *Teaching*  
EDWARD N. NORRIS, *Service*  
PHILIP D. SMITH, JR., *Teaching*  
WILLIAM TOROP, *Teaching*

1976-1977

ROBERT E. BYTNAR, *Service*

ANDREW E. DINNIMAN, *Service*

IRENE G. SHUR, *Teaching*  
RUSSELL L. STURZEBECKER, *Service*

1977-1978

MARC L. DURAND and ROBERT F. FOERY  
(Joint Project), *Service*  
BERNARD S. OLDSEY, *Service*  
GEORGE F. REED, *Teaching*  
RICHARD I. WOODRUFF, *Teaching*

1978-1979

ROBERT E. CARLSON, *Service*  
JOHN J. TURNER, JR., *Teaching*  
C. RALPH VENO, *Teaching*

ROBERT H. WEISS, *Service*

1979-1980

CAROLYN B. KEEFE, *Teaching*  
JOHN A. MANGRAVITE, *Teaching*  
PHILIP D. SMITH, JR., *Service*  
NORBERT C. SOLDON, *Service*

1980-1981

LOUIS A. CASCIATO, *Teaching*  
PHILIP B. RUDNICK, *Service*  
FRANK A. SMITH, JR., *Teaching*  
JANE B. SWAN, *Teaching*  
JOSEPH M. THORSON, *Service*



# ACADEMIC CALENDAR 1993-94

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## FALL SEMESTER 1993

September 6	Labor Day – residence halls open
September 7	Faculty Meetings – per departmental announcements
September 8	Classes begin – 8 a.m.
September 16	Rosh Hashanah*
September 25	Yom Kippur*
November 24	Thanksgiving Recess begins – 8 a.m.
November 29	Thanksgiving Recess ends – 8 a.m.
December 17-23	Examination Period
December 19	Commencement
December 23	Fall Semester ends

## SPRING SEMESTER 1994

January 17	Martin Luther King Day – (no classes) Late Registration
January 18	Classes begin – 8 a.m.
March 11	Spring Break begins – 5 p.m.
March 21	Spring Break ends – 8 a.m.
April 1	Easter Break begins – 8 a.m.
April 4	Easter Break ends – 4 p.m.
May 7-13	Examination Period
May 14	Commencement
May 14	Spring Semester ends

## SUMMER SESSIONS 1994

June 6 – June 24	Pre Session
June 27 – August 5	Regular Session
August 8 – August 26	Post Session

\*Although the University will be in session, no examinations are to be administered on these major Jewish Holy Days.

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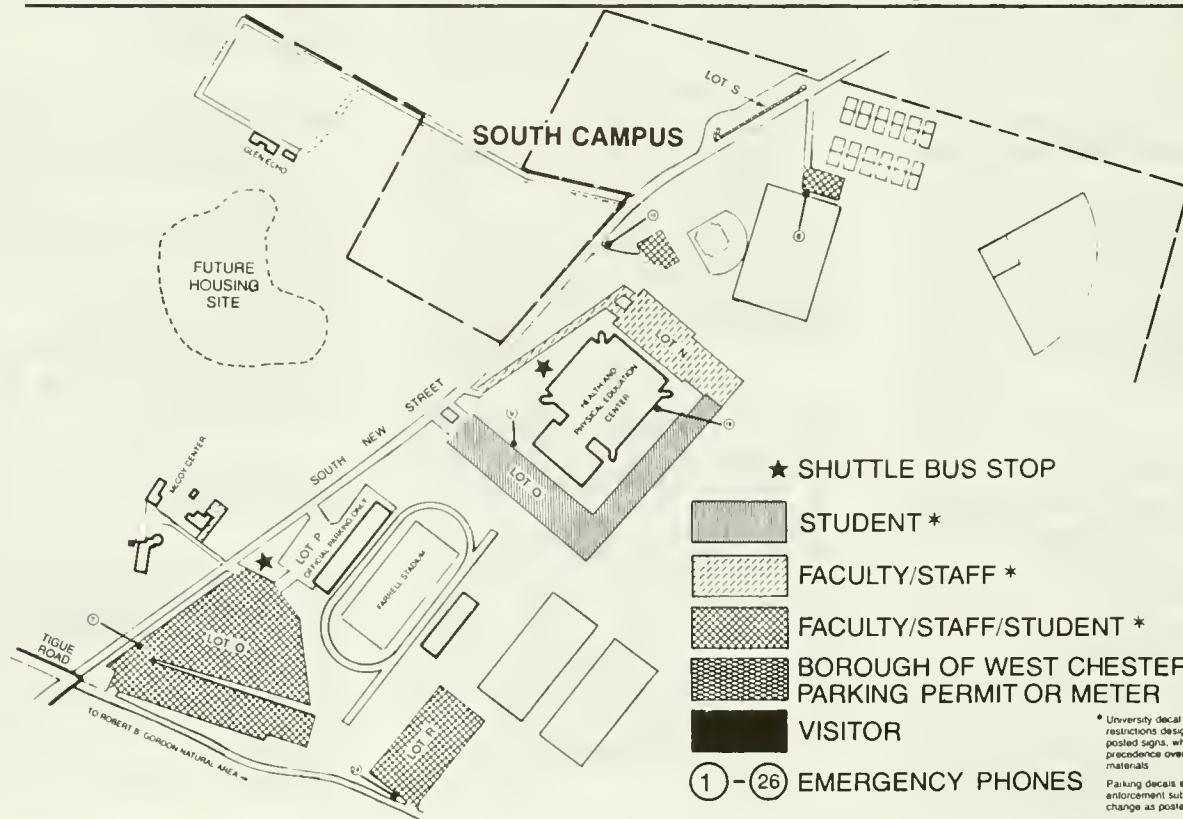
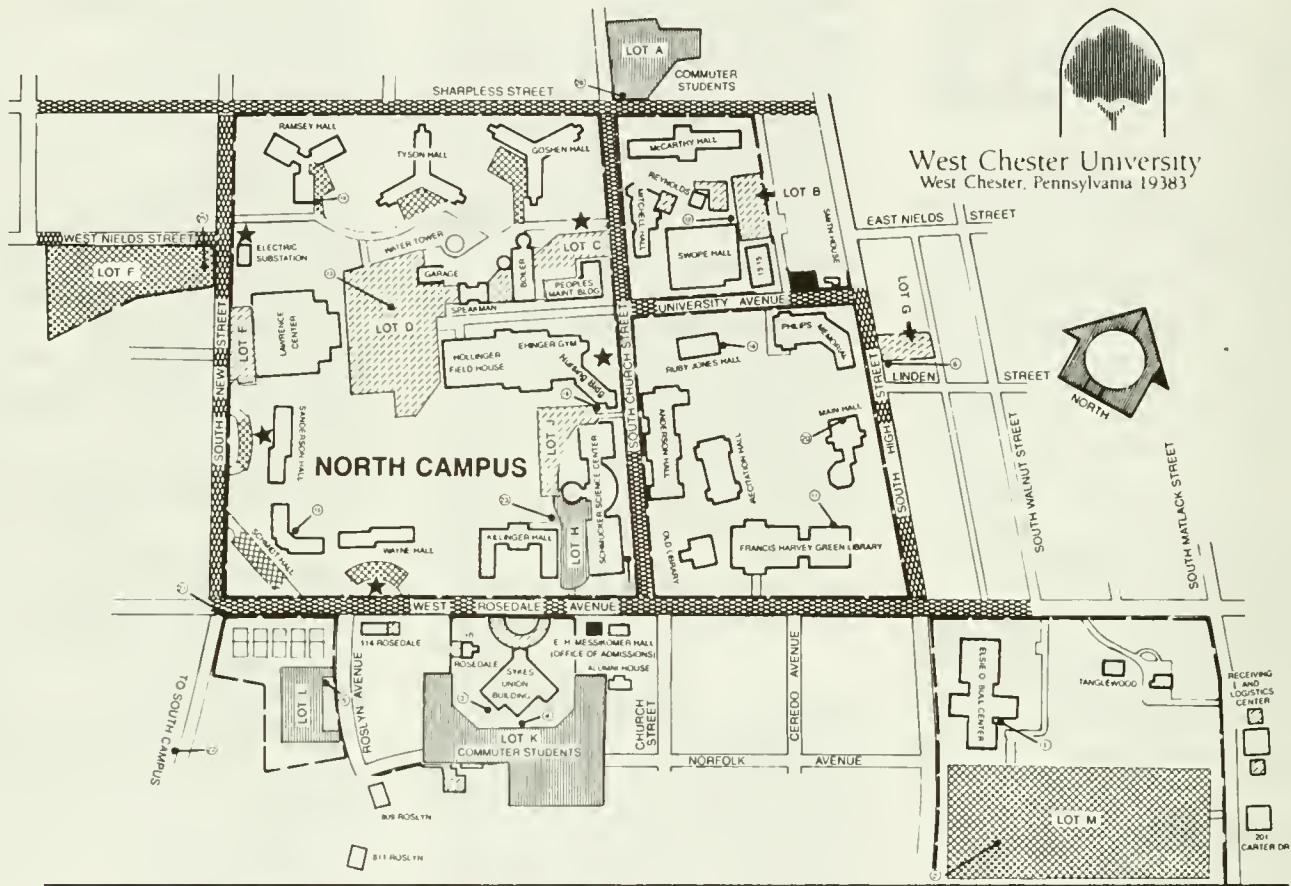
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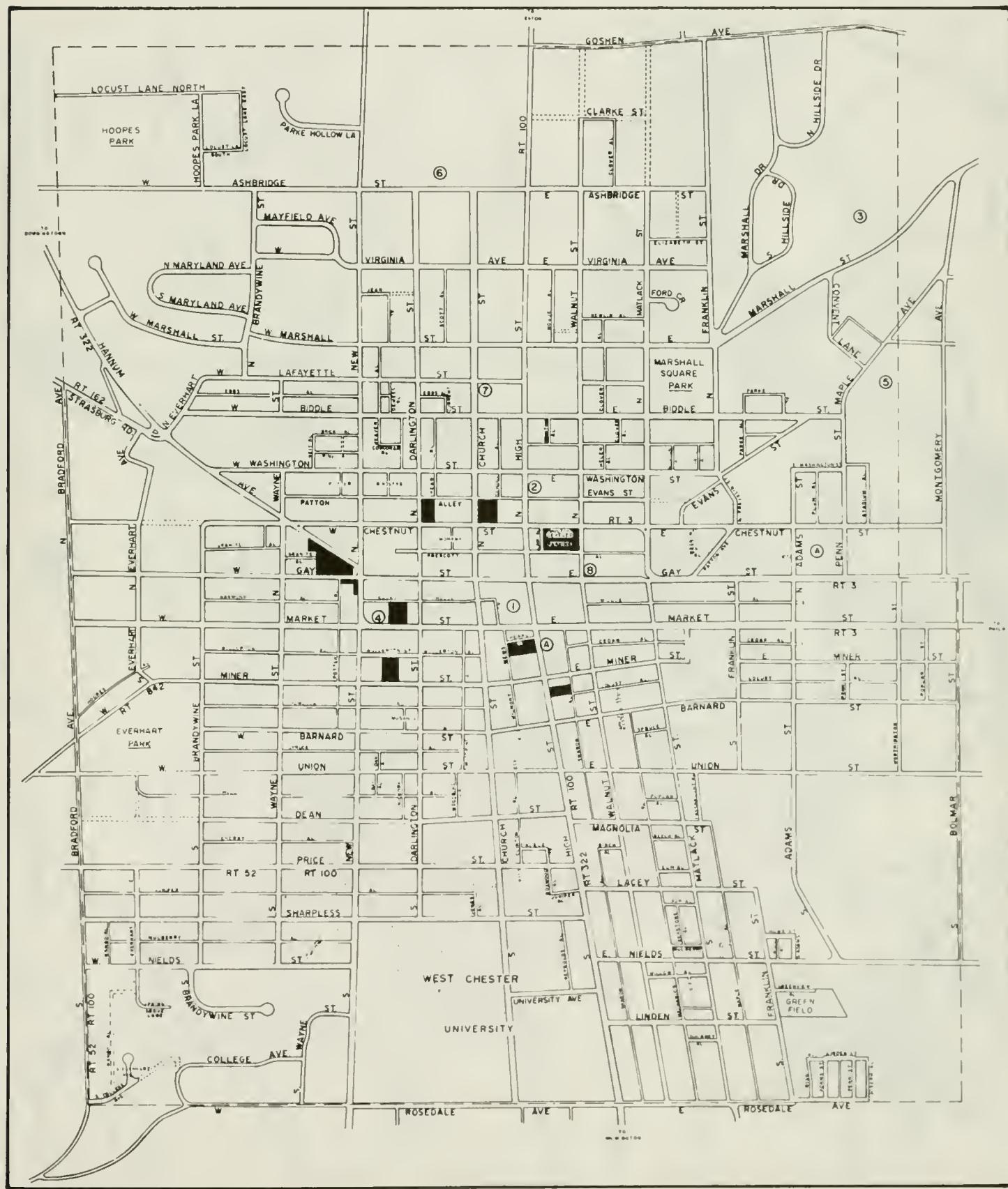
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# Campus Map



# Borough of West Chester



# Chester County

